

GRREC Leadership Network

Rigor, Relevance and Relationships in the 21st Century

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and Relationships
in the 21st Century**

Richard D. Jones Ph.D.

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Richard D. Jones Ph.D.
Senior Consultant

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Student of Learning

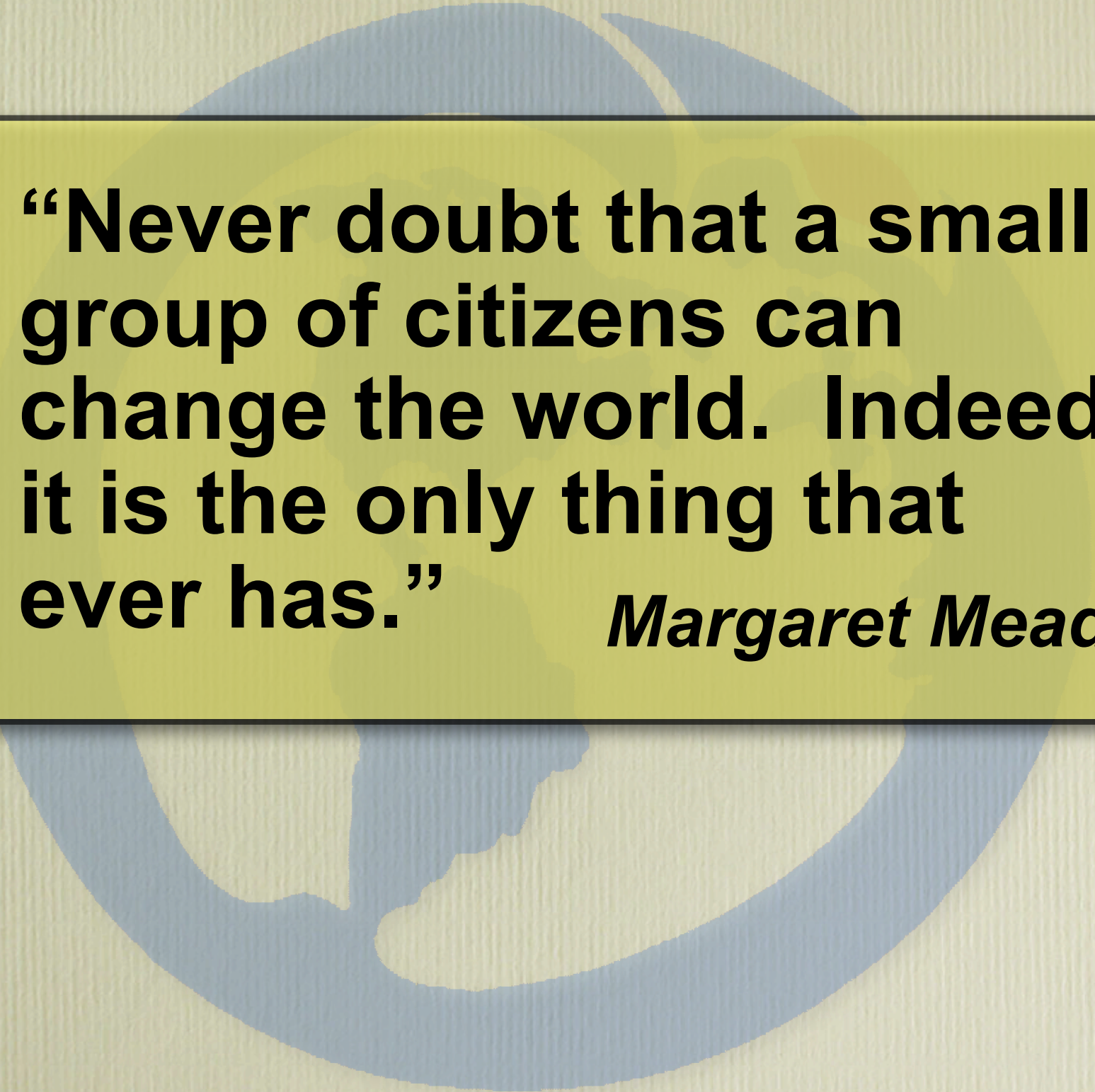
**International Center for
Leadership in Education**

GRRREC



Ogre Achiever

Believe in Yourself



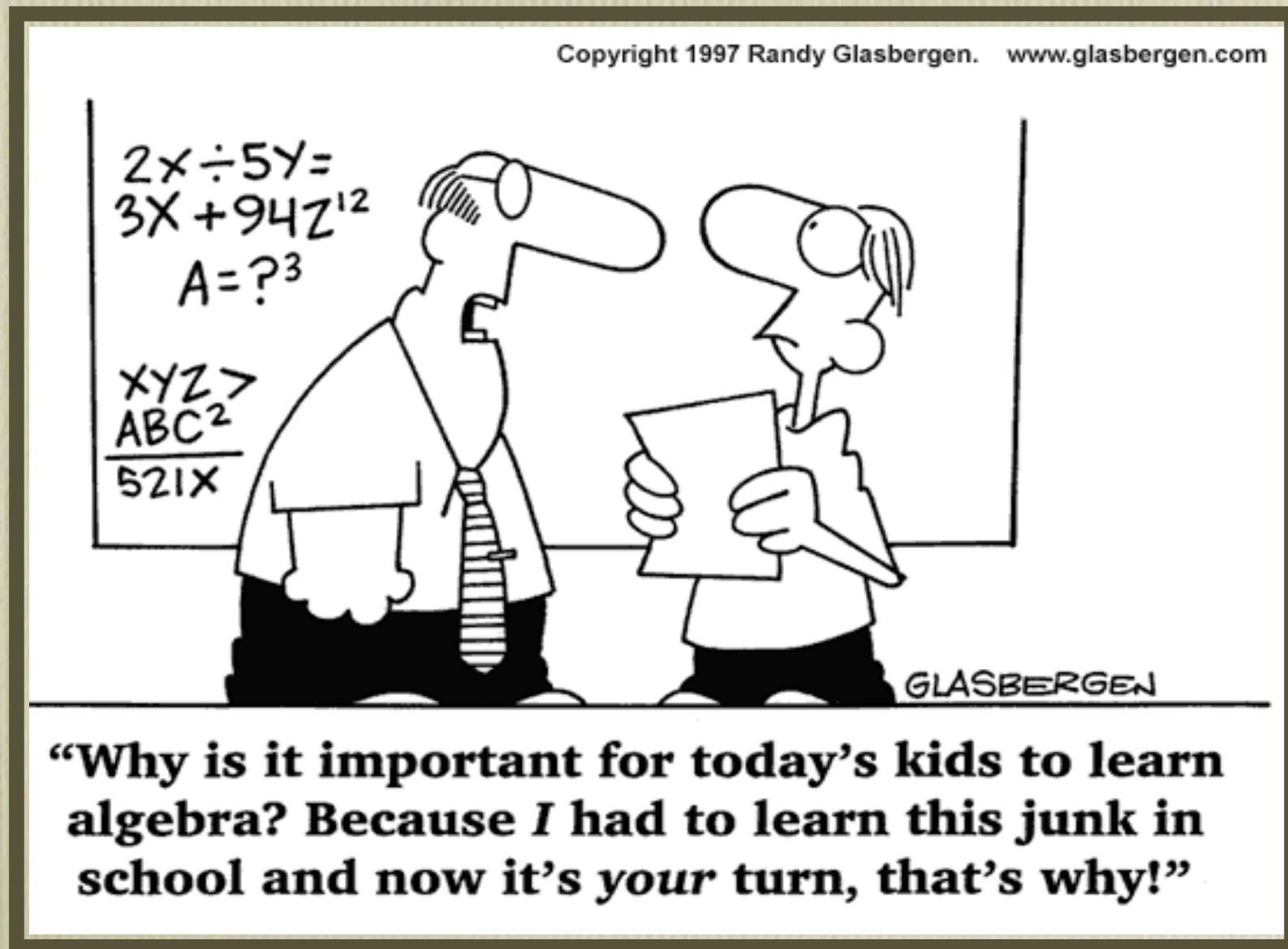
“Never doubt that a small group of citizens can change the world. Indeed it is the only thing that ever has.”

Margaret Mead

What are we working toward!



In schools the status quo persists!



Group Brainstorming?



Group Brainstorming?



**What are three
biggest obstacles
to changing
schools**

A stylized, light blue globe is centered in the background. It features a simplified map of the world with continents in a slightly darker blue and oceans in a lighter blue. A small, reddish-pink landmass is visible in the upper right quadrant, possibly representing Australia or a similar region. The globe is set against a light beige, textured background.

Rigor, Relevance and Relationships in the 21st Century



Effective School Characteristics



Effective School Characteristics

■ High Expectations and Relationships



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**
- Rigorous and Relevant Instruction**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**
- Rigorous and Relevant Instruction**
- Personalized Learning**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**
- Rigorous and Relevant Instruction**
- Personalized Learning**
- Professional Learning Communities**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**
- Rigorous and Relevant Instruction**
- Personalized Learning**
- Professional Learning Communities**
- Partnerships**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**
- Rigorous and Relevant Instruction**
- Personalized Learning**
- Professional Learning Communities**
- Partnerships**
- School Climate**



Effective School Characteristics

- High Expectations and Relationships**
- Data-driven Decisions**
- Accountability**
- Articulated Curriculum**
- Rigorous and Relevant Instruction**
- Personalized Learning**
- Professional Learning Communities**
- Partnerships**
- School Climate**
- Leadership**



Effective School Characteristics

High Expectations and Relationships

Data-driven Decisions

Accountability

Articulated Curriculum

Rigorous and Relevant Instruction

Personalized Learning

Professional Learning Communities

Partnerships

School Climate

Leadership



Effective School Characteristics

High Expectations and Relationships

Data-driven Decisions

Accountability

Articulated Curriculum

Rigorous and Relevant Instruction

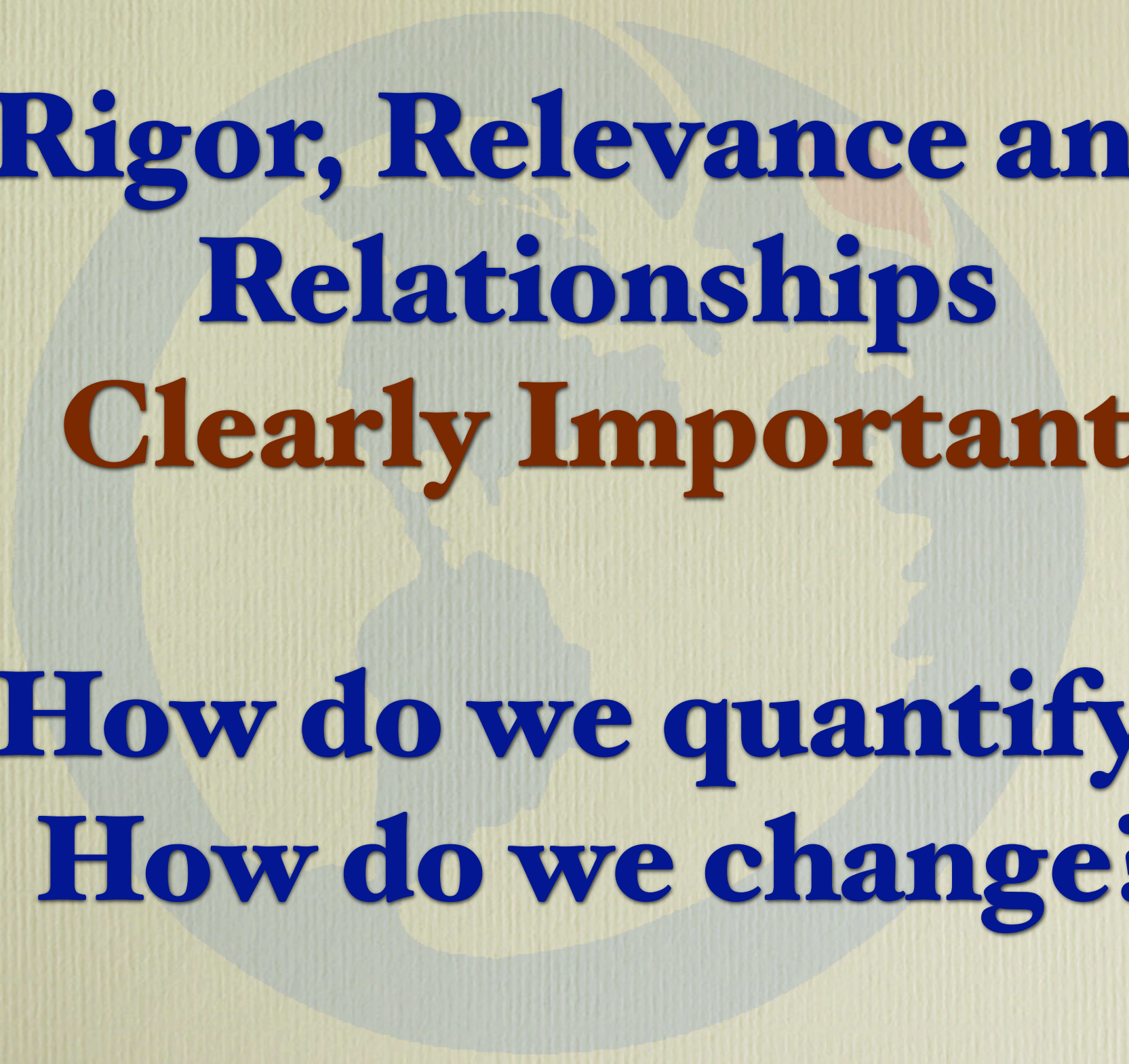
Personalized Learning

Professional Learning Communities

Partnerships

School Climate

Leadership



**Rigor, Relevance and
Relationships
Clearly Important**

**How do we quantify?
How do we change?**



What is Rigor?





What is Rigor?

Misconceptions



What is Rigor?

Misconceptions

What is Relevance?



What is Rigor?

Misconceptions

What is Relevance?

Subtle Differences



Rigor

Rigor refers to academic rigor, learning in which students demonstrate a thorough, in-depth mastery of challenging work by developing cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity. Rigorous learning can occur at any school grade and in any subject.



Relevance

Relevance refers to learning in which students apply core knowledge, concepts, or skills to solve real-world problems. Relevant learning is interdisciplinary and contextual. Student work can range from routine to complex at any school grade and in any subject. Relevant learning is achieved, for example, through authentic problems or tasks, simulation, service learning, connecting concepts to current issues and teaching others.

HEAT

- **High Order Thinking**
- **Engaged Students**
- **Authenticity**
- **Technology**



Rigor/Relevance Framework



Rigor/Relevance Framework

Knowledge



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis

6. Evaluation



Rigor/Relevance Framework

Knowledge

Application

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis

6. Evaluation



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis

6. Evaluation

Application

**1. Knowledge of one
discipline**



Rigor/Relevance Framework

Knowledge

- 1. Recall Knowledge**
- 2. Comprehension**
- 3. Application**
- 4. Analysis**
- 5. Synthesis**
- 6. Evaluation**

Application

- 1. Knowledge of one discipline**
- 2. Application within discipline**



Rigor/Relevance Framework

Knowledge

- 1. Recall Knowledge**
- 2. Comprehension**
- 3. Application**
- 4. Analysis**
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Application

- 1. Knowledge of one discipline**
- 2. Application within discipline**
- 3. Application across disciplines**



Rigor/Relevance Framework

Knowledge

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Application

- 1. Knowledge of one discipline**
- 2. Application within discipline**
- 3. Application across disciplines**
- 4. Application to real world predictable situations**



Rigor/Relevance Framework

Knowledge

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- 5. Application to real world unpredictable situations**

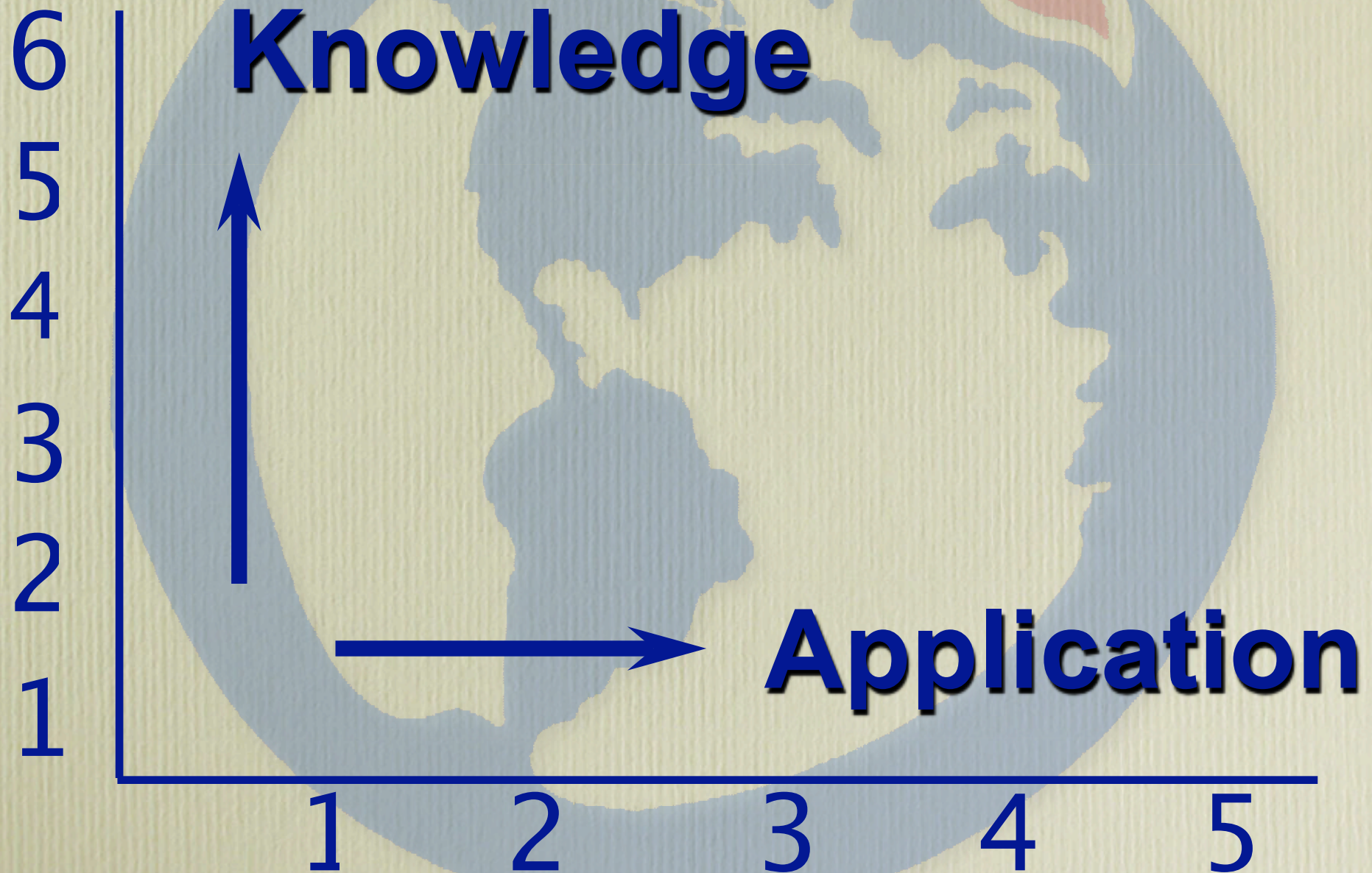
Rigor/Relevance Framework



Rigor/Relevance Framework



Rigor/Relevance Framework





Rigor/Relevance Framework



Rigor/Relevance Framework

Knowledge



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis



Rigor/Relevance Framework

Knowledge

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3. Application

4. Analysis

5. Synthesis

6. Evaluation



Rigor/Relevance Framework

Knowledge

Application

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis

6. Evaluation



Rigor/Relevance Framework

Knowledge

1. Recall Knowledge

2. Comprehension

3. Application

4. Analysis

5. Synthesis

6. Evaluation

Application

1. Knowledge of one discipline



Rigor/Relevance Framework

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Rigor/Relevance Framework

Knowledge

Application

1. Recall Knowledge

1. Knowledge of one discipline

2. Comprehension

2. Application within discipline

3. Application

3. Application across disciplines

4. Analysis

4. Application to real world predictable situations

5. Synthesis

5. Application to real world unpredictable situations

6. Evaluation

Low

High

Depth of Knowledge - DOK

Depth of Knowledge - DOK

Recall and

Reproduction – Level 1

Skills & Concepts - Level 2

Strategic reasoning - Level 3

Extended reasoning - Level 4

**Rigor/
Relevance
Framework**

Knowledge Taxonomy



**Rigor/
Relevance
Framework**

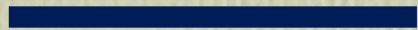
Knowledge Taxonomy



**1. Recall and
Reproduction**

**Rigor/
Relevance
Framework**

Knowledge Taxonomy



**2. Application of
Skills and Concept**

**1. Recall and
Reproduction**

**Rigor/
Relevance
Framework**

Knowledge Taxonomy

3. Strategic Thinking

**2. Application of
Skills and Concept**

**1. Recall and
Reproduction**

**Rigor/
Relevance
Framework**

Knowledge Taxonomy

4. Extended Thinking

3. Strategic Thinking

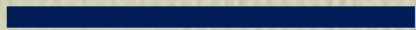
**2. Application of
Skills and Concept**

**1. Recall and
Reproduction**



**Rigor/
Relevance
Framework**

High



Knowledge Taxonomy

4. Extended Thinking

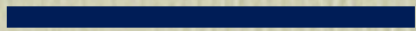
3. Strategic Thinking

**2. Application of
Skills and Concept**

**1. Recall and
Reproduction**

**Rigor/
Relevance
Framework**

High



Low

Knowledge Taxonomy

4. Extended Thinking

3. Strategic Thinking

**2. Application of
Skills and Concept**

**1. Recall and
Reproduction**

Rigor/Relevance Framework

**R
I
G
O
R**

High

C

D

Low

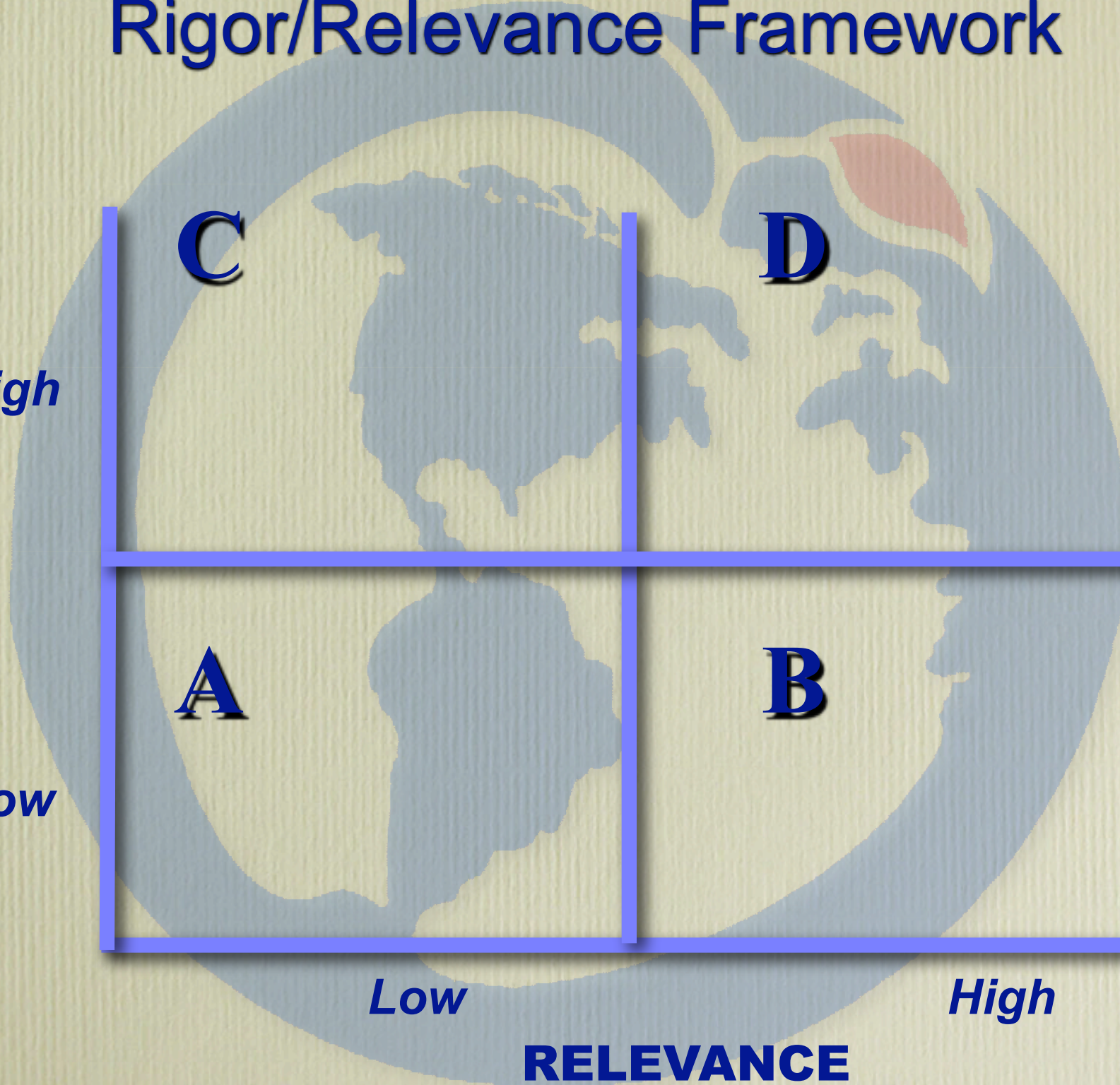
A

B

Low

High

RELEVANCE



Rigor/Relevance Framework

Four Quadrants of Learning

**R
I
G
O
R**

High

C

D

Low

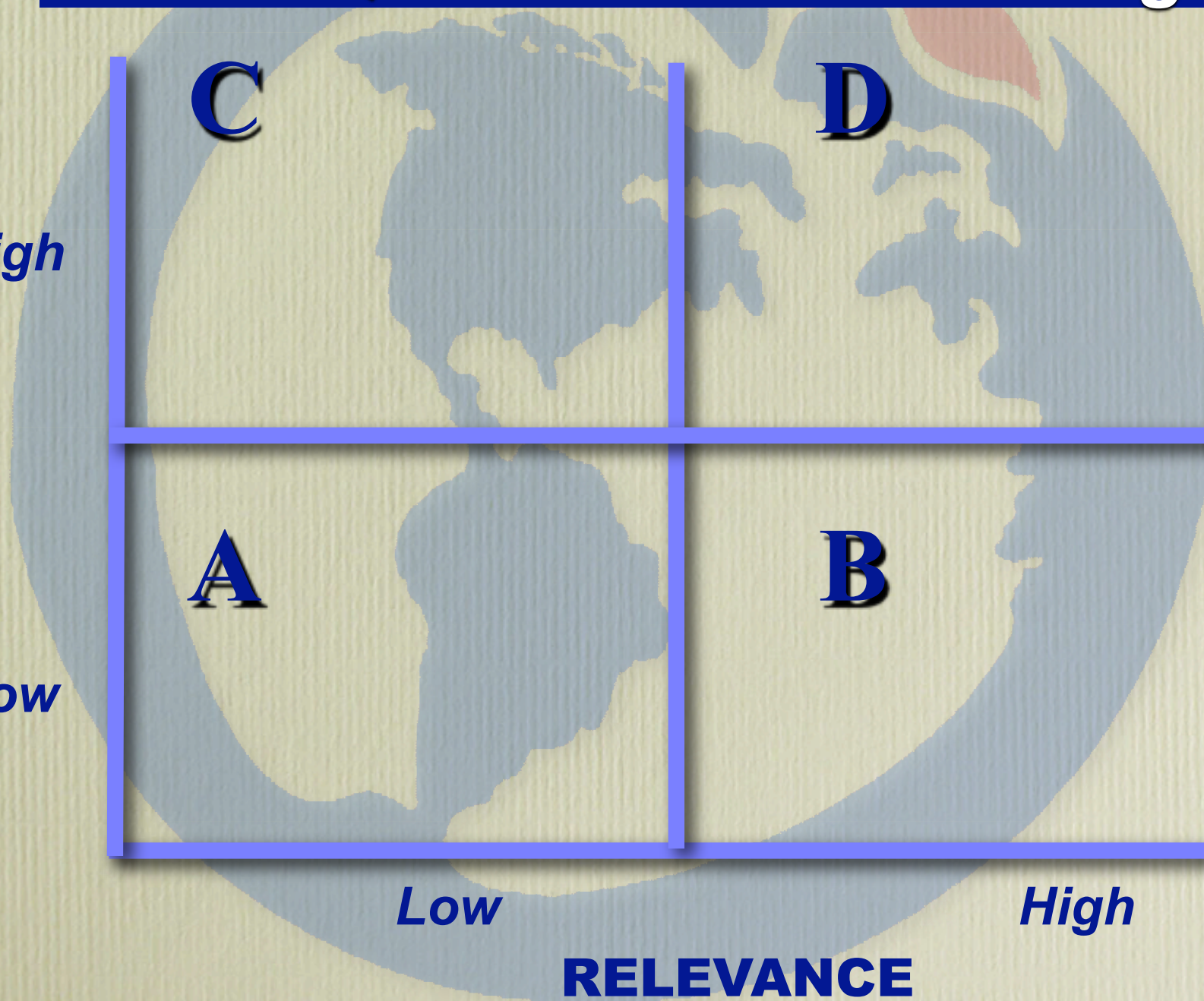
A

B

Low

High

RELEVANCE



Rigor/Relevance Framework

Four Quadrants of Learning

**R
I
G
O
R**

High

C

Assimilation

D

Adaptation

A

Acquisition

B

Application

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Four Quadrants of Learning

**R
I
G
O
R**

High

C

Assimilation

D

Adaptation

A

**Routine
Memorization**

B

Application

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Four Quadrants of Learning

**R
I
G
O
R**

High

C

Assimilation

D

Adaptation

A

**Routine
Memorization**

B

**Practical
Hands-on**

Low

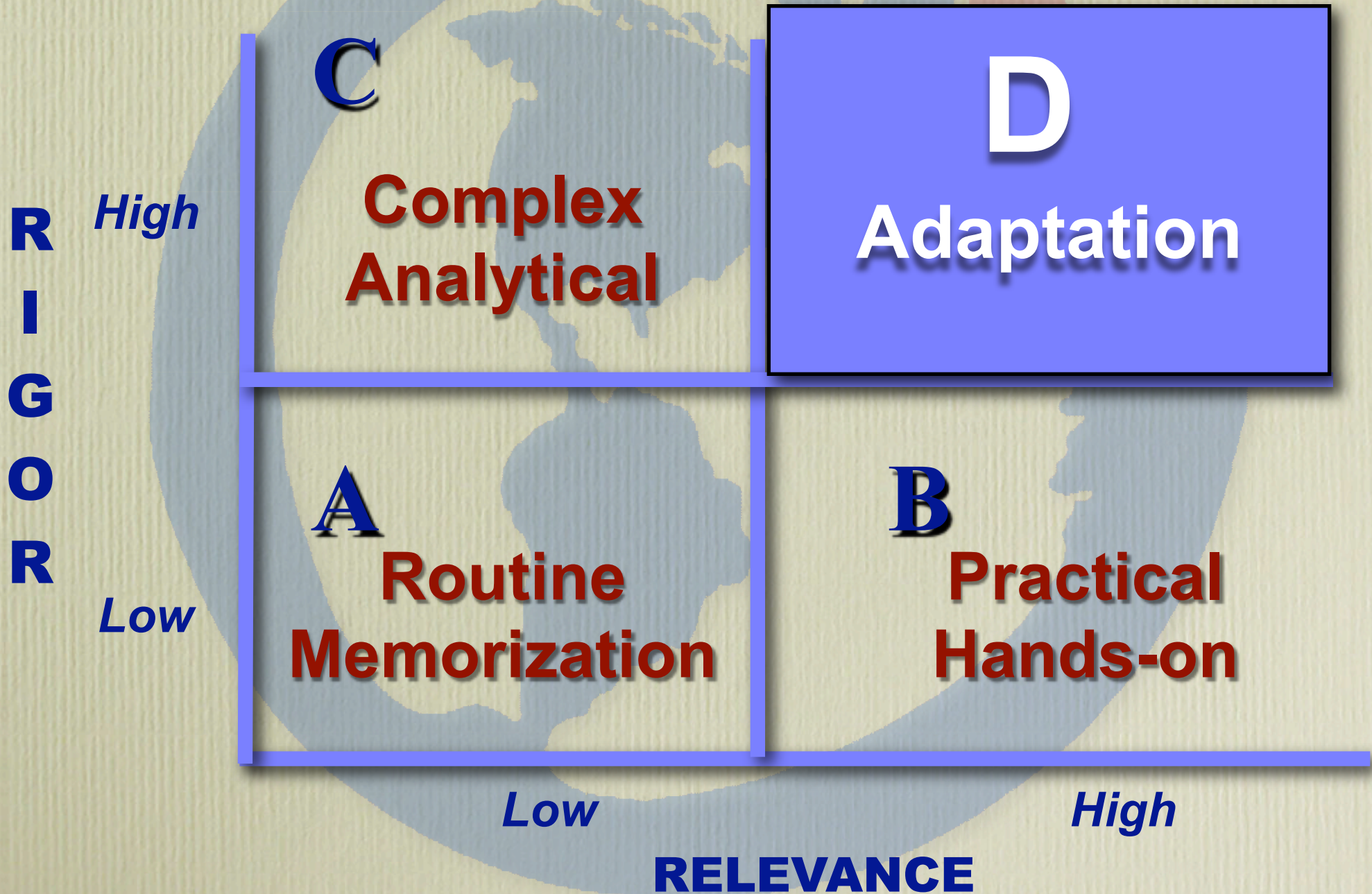
Low

High

RELEVANCE

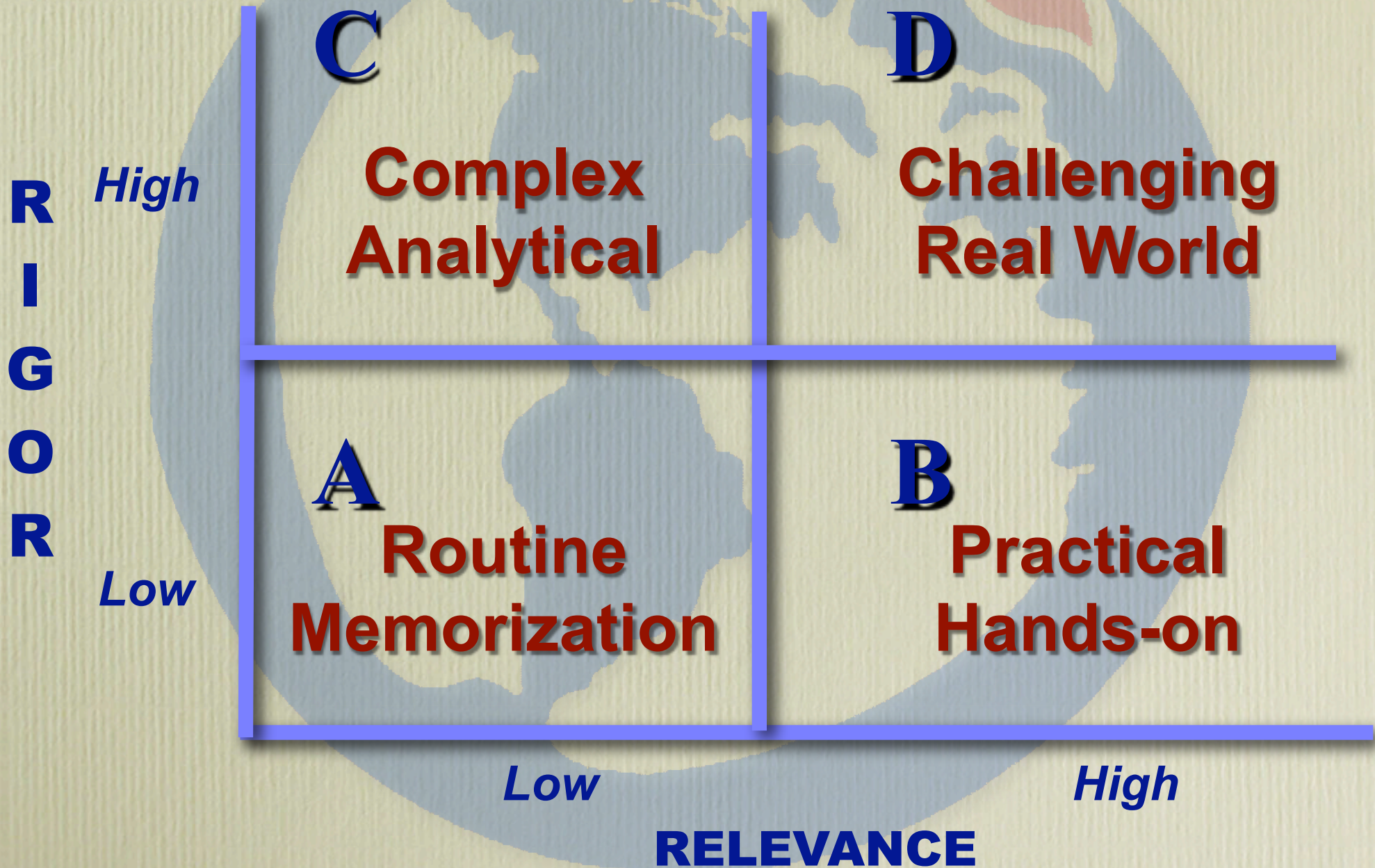
Rigor/Relevance Framework

Four Quadrants of Learning

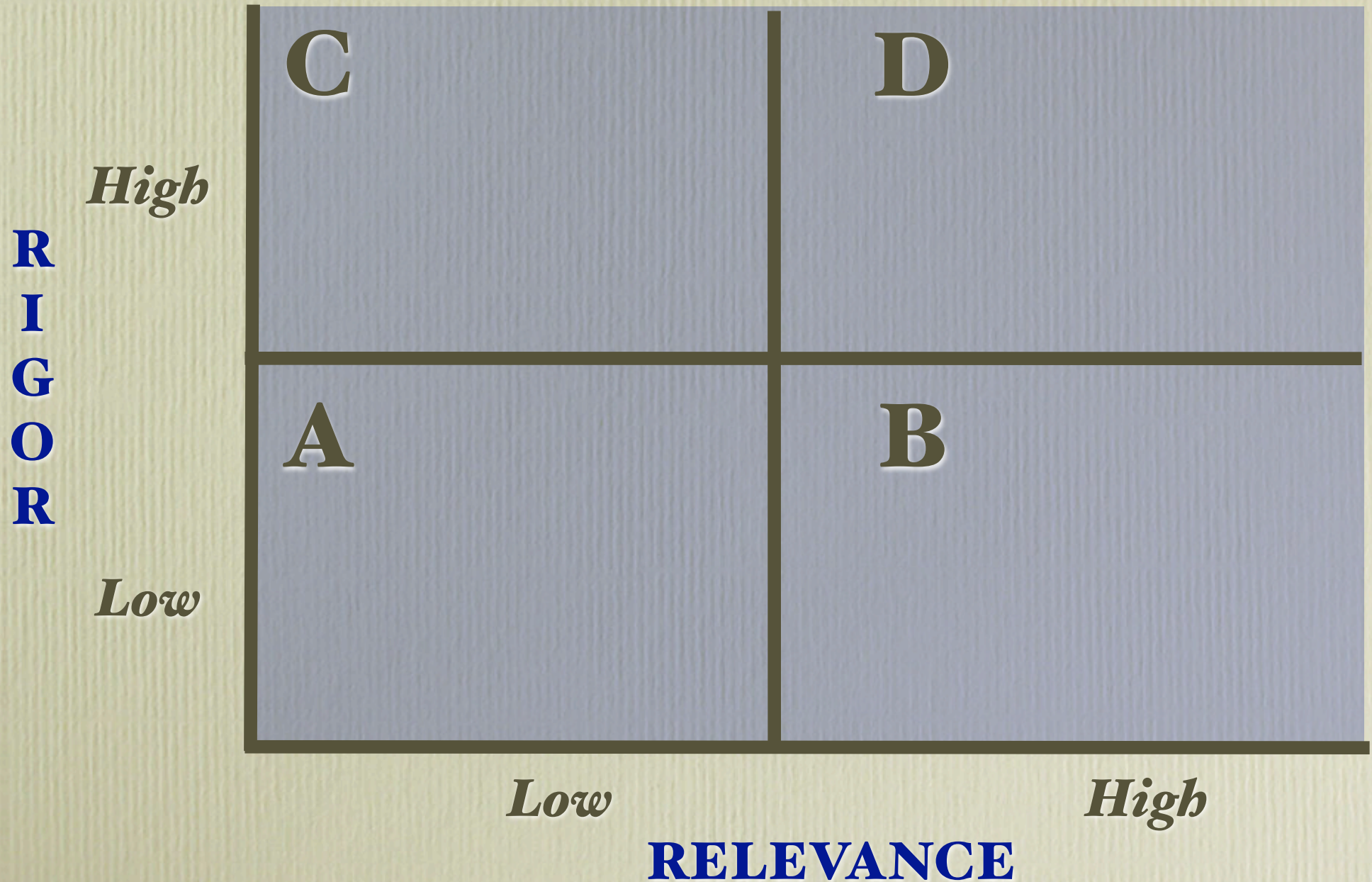


Rigor/Relevance Framework

Four Quadrants of Learning



Rigor/Relevance Framework



Rigor/Relevance Framework

R
I
G
O
R

High

C

D

Low

A

**Describe
provisions of
one of the Bill
of Rights.**

B

Low

High

RELEVANCE

Rigor/Relevance Framework

R
I
G
O
R

High

C

D

Low

A

**Describe
provisions of
one of the Bill
of Rights.**

B

**Conduct a student
survey on First
Amendment
rights.**

Low

High

RELEVANCE

Rigor/Relevance Framework

R
I
G
O
R

High

C

Participate in a Socratic seminar on a issue, such as privacy.

D

A

Describe provisions of one of the Bill of Rights.

B

Conduct a student survey on First Amendment rights.

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

R
I
G
O
R

High

C

Participate in a Socratic seminar on a issue, such as privacy.

D

Develop a school policy on First Amendment rights in school setting.

A

Describe provisions of one of the Bill of Rights.

B

Conduct a student survey on First Amendment rights.

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Social Studies - High School

R
I
G
O
R

High

C

Participate in a Socratic seminar on a issue, such as privacy.

D

Develop a school policy on First Amendment rights in school setting.

A

Describe provisions of one of the Bill of Rights.

B

Conduct a student survey on First Amendment rights.

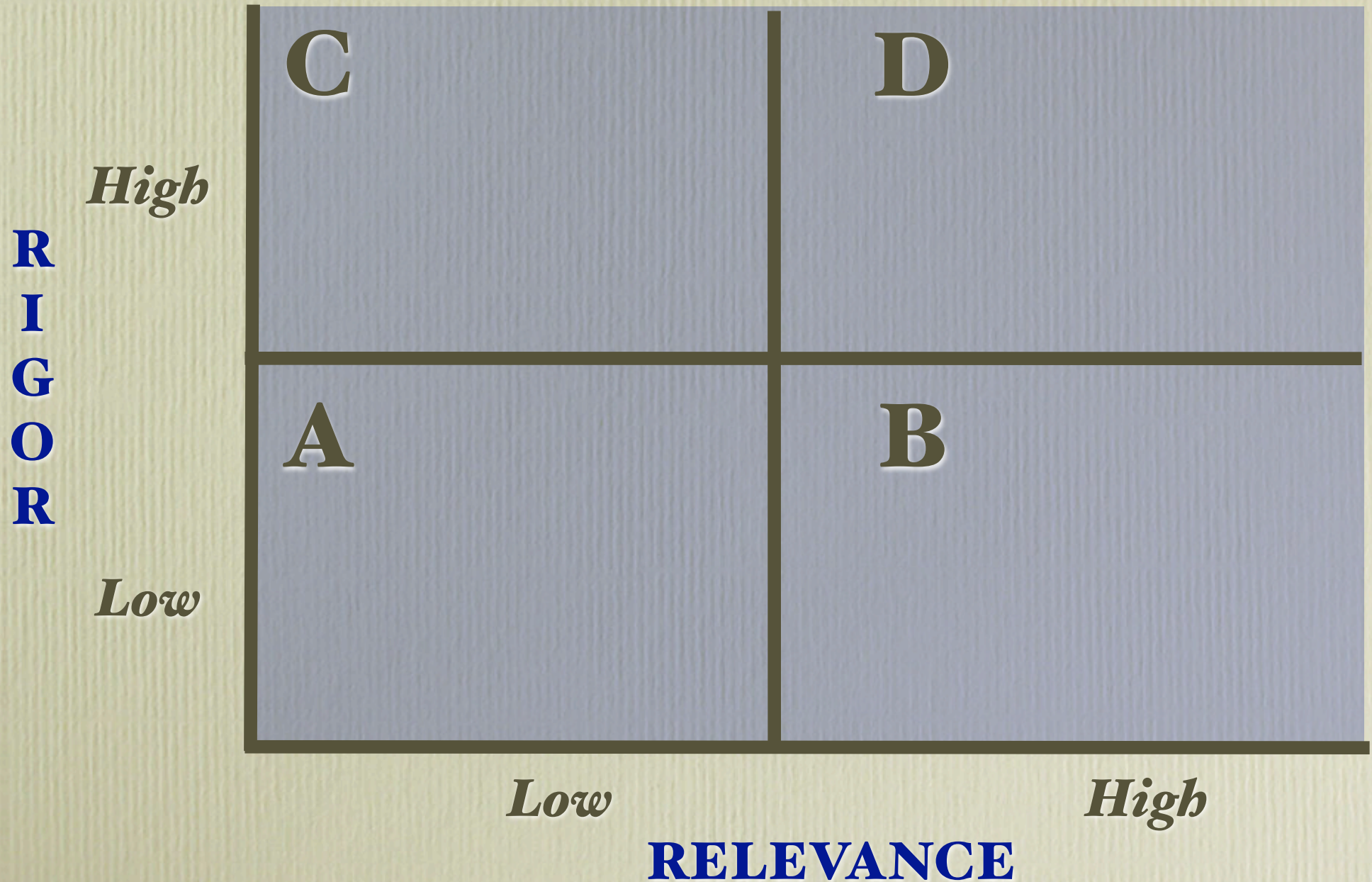
Low

Low

High

RELEVANCE

Rigor/Relevance Framework



Rigor/Relevance Framework

Science - Elementary

R
I
G
O
R

High

C

D

Low

A

B

Low

High

RELEVANCE

Rigor/Relevance Framework

Science - Elementary

R
I
G
O
R

High

C

D

Low

A

**Make daily
observations of the
life cycle of a
selected species.**

B

Low

High

RELEVANCE

Rigor/Relevance Framework

Science - Elementary

R
I
G
O
R

High

C

D

Low

A

Make daily
observations of the
life cycle of a
selected species.

B

Create a class book
about the animal
and plant life in local
rivers.

Low

High

RELEVANCE

Rigor/Relevance Framework

Science - Elementary

R
I
G
O
R

High

C

Make and compare
diagrams of animal
life cycles.

D

A

Make daily
observations of the
life cycle of a
selected species.

B

Create a class book
about the animal
and plant life in local
rivers.

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Science - Elementary

R
I
G
O
R

High

C

Make and compare
diagrams of animal
life cycles.

D

Design a zoo.

A

Make daily
observations of the
life cycle of a
selected species.

B

Create a class book
about the animal
and plant life in local
rivers.

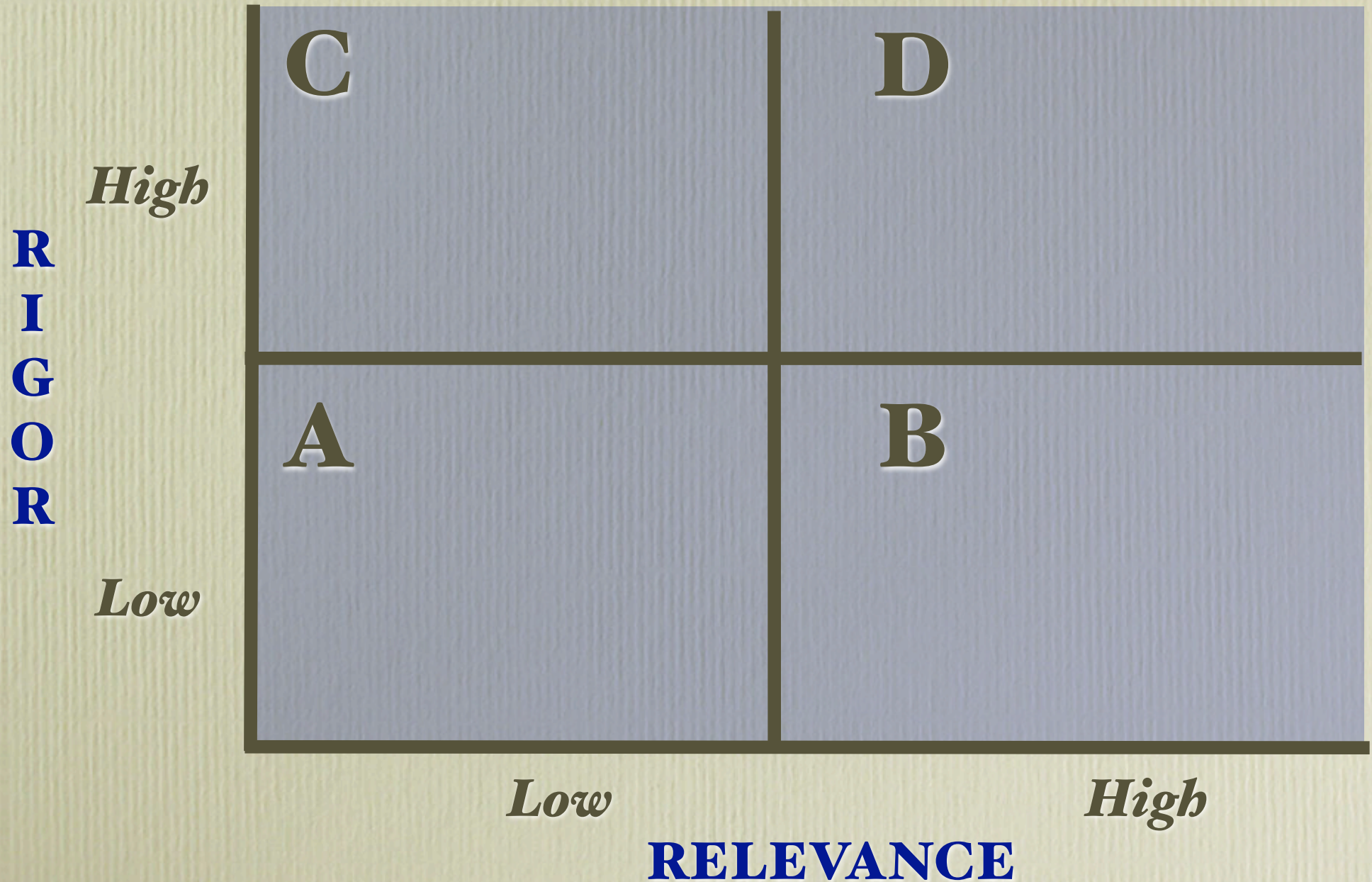
Low

Low

High

RELEVANCE

Rigor/Relevance Framework



Rigor/Relevance Framework

English - Middle Level

R
I
G
O
R

High

C

D

A

B

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

English - Middle Level

**R
I
G
O
R**

High

C

D

Low

A

B

**Locate
information in a
technical manual.**

Low

High

RELEVANCE

Rigor/Relevance Framework

English - Middle Level

**R
I
G
O
R**

High

C

D

Low

A

**Locate
information in a
technical manual.**

B

**Assemble a
product following
written directions.**

Low

High

RELEVANCE

Rigor/Relevance Framework

English - Middle Level

**R
I
G
O
R**

High

C

**Analyze
commercials for
fact and opinion.**

D

A

**Locate
information in a
technical manual.**

B

**Assemble a
product following
written directions.**

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

English - Middle Level

**R
I
G
O
R**

High

C

Analyze
commercials for
fact and opinion.

D

Write directions for
assembling a
product or carrying
out a procedure.

A

Locate
information in a
technical manual.

B

Assemble a
product following
written directions.

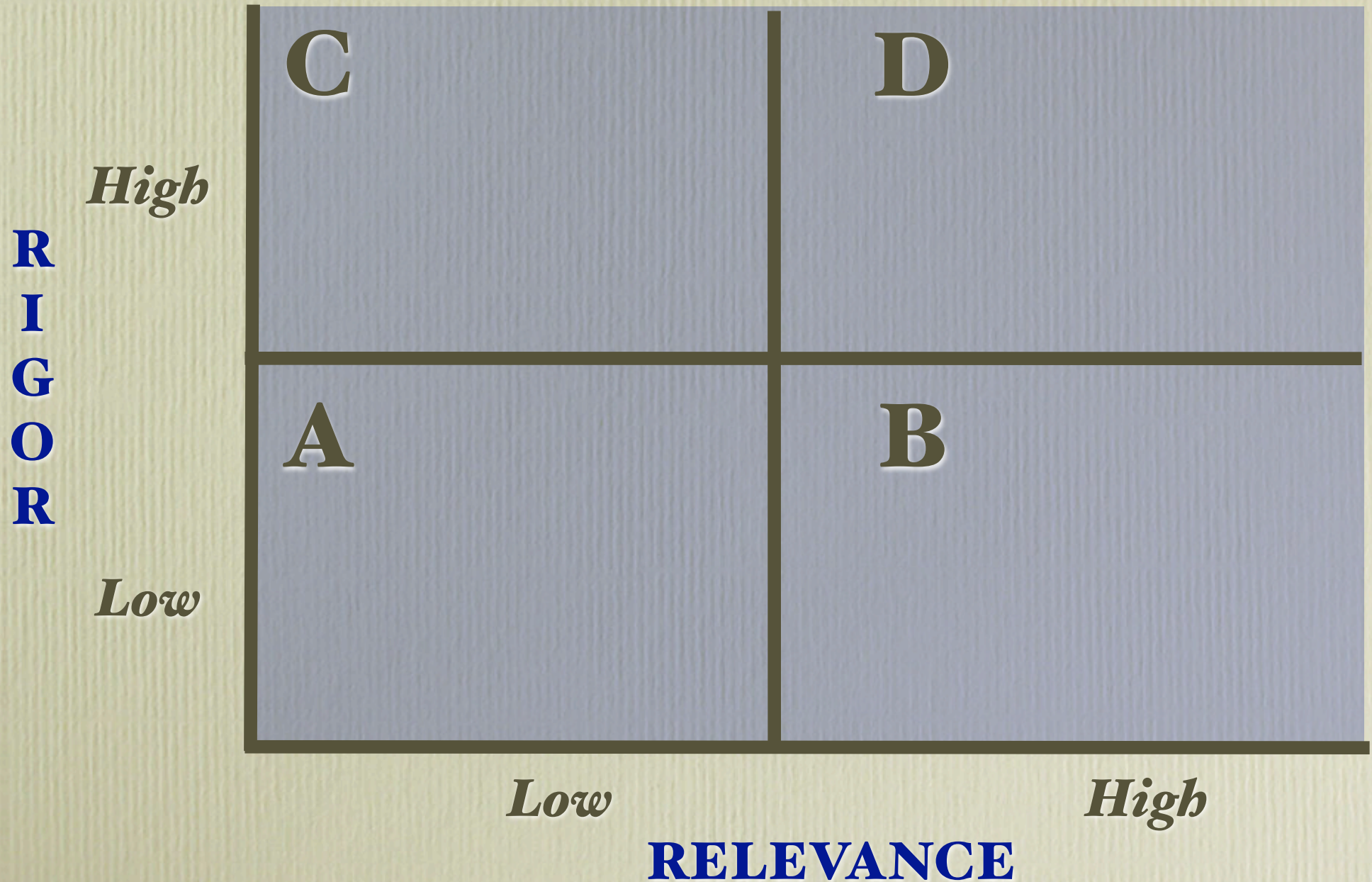
Low

Low

High

RELEVANCE

Rigor/Relevance Framework



Rigor/Relevance Framework

Math Middle Level - Geometry: Identify rotational symmetry and distinguish between types of symmetry

R
I
G
O
R

High

C

D

A

B

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Math Middle Level - Geometry: Identify rotational symmetry and distinguish between types of symmetry

R
I
G
O
R

High

C

D

A

B

Given a set of
shapes, identify
symmetries

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Math Middle Level - Geometry: Identify rotational symmetry and distinguish between types of symmetry

**R
I
G
O
R**

High

C

D

A

B

Given a set of
shapes, identify
symmetries

Find shapes/things
around you that
have symmetry

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Math Middle Level - Geometry: Identify rotational symmetry and distinguish between types of symmetry

**R
I
G
O
R**

High

C

Determine the axis of symmetry for a parabolic equation.

D

A

Given a set of shapes, identify symmetries

B

Find shapes/things around you that have symmetry

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Math Middle Level - Geometry: Identify rotational symmetry and distinguish between types of symmetry

**R
I
G
O
R**

High

C

Determine the axis of symmetry for a parabolic equation.

D

Program a robot to draw a square.

A

Given a set of shapes, identify symmetries

B

Find shapes/things around you that have symmetry

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Four Quadrants of Learning

**R
I
G
O
R**

High

C

Assimilation

D

Adaptation

A

Acquisition

B

Application

Low

Low

High

RELEVANCE



What does
Quadrant D look
like?



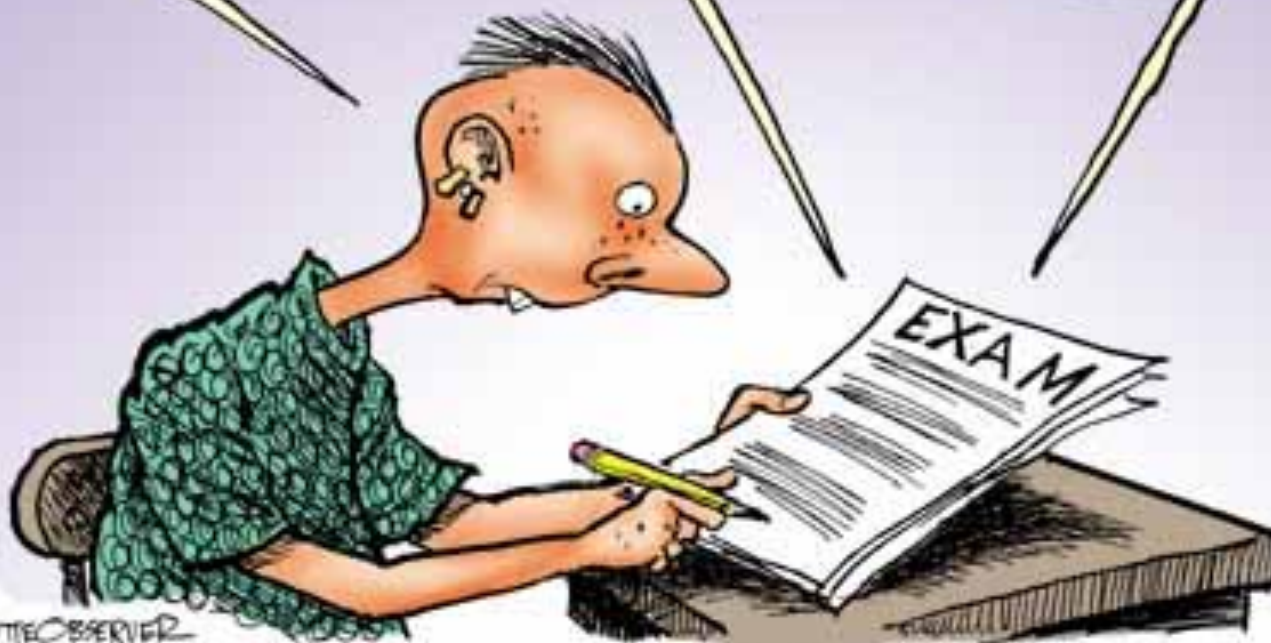
Student Assessment

REAL WORLD WORD PROBLEMS

LIMP BIZKIT SAYS
"*@*#" ON ITS LATEST
SINGLE 42 TIMES. IF
MTV PLAYS THE TUNE
18 TIMES A DAY, HOW
MANY 13-YEAR-OLD BOYS
WILL BUY THE ALBUM
IN A 6-WEEK PERIOD?

SUZIE BOUGHT 3 PAIRS
OF EARL JEANS AT \$107
EACH AND 4 PAIRS OF GUESS
JEANS AT \$78 EACH.
CALCULATE THE
PERCENTAGE CHANGE
IN HER PERSONAL
POPULARITY FROM
MAY TO JUNE.

JOHNNY'S SCIENCE CLASS
FOR 4 WEEKS HAS BEEN
DEVOTED TO PRACTICE
DRILLS FOR THE STATE
READING EXAM. IF HE TAKES
2 END-OF-GRADE TESTS OVER
3 DAYS, HOW MANY DISNEY
VIDEOS WILL HE SEE IN CLASS
DURING THE LAST 2 WEEKS
OF SCHOOL?



KEVIN SIERS © 2001
THE CHARLOTTE OBSERVER

Primary Assessments
Rigor/Relevance Framework

K
N
O
W
L
E
D
G
E

A
P
P
L
I
C
A
T
I
O
N

Primary Assessments
Rigor/Relevance Framework

K
N
O
W
L
E
D
G
E

Multiple Choice
Constructed
Response

A
P
P
L
I
C
A
T
I
O
N

Primary Assessments
Rigor/Relevance Framework

↑
K
N
O
W
L
E
D
G
E

Extended Response
Product
Performance

Multiple Choice
Constructed
Response

APPLICATION →

Primary Assessments
Rigor/Relevance Framework

↑
K
N
O
W
L
E
D
G
E

Extended Response
Product
Performance

Multiple Choice
Constructed
Response

Process
Performance
Product
Performance

APPLICATION →

Primary Assessments
Rigor/Relevance Framework

↑
K
N
O
W
L
E
D
G
E

Extended Response
Product
Performance

Portfolio
Product
Performance
Interview
Self Reflection

Multiple Choice
Constructed
Response

Process
Performance
Product
Performance

APPLICATION →



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Leadership in Education*

Activity

Assessment Challenge

page 24

A large, light blue circular graphic containing a stylized map of the world. The map uses a muted yellow color for the continents, with a small red area in the upper right quadrant. The background of the entire slide is a textured, light beige color.

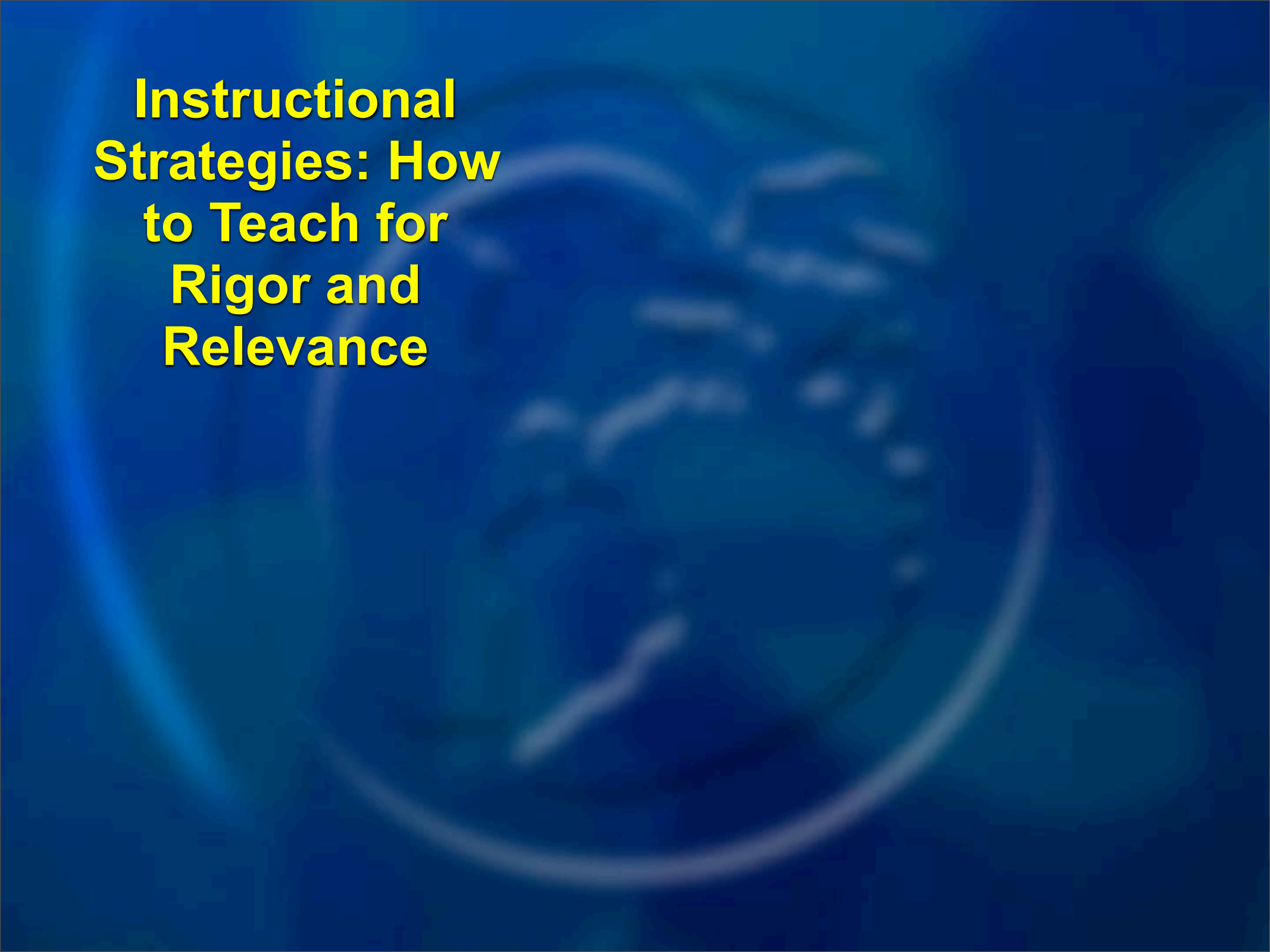
Instructional Strategies



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Education, Inc.

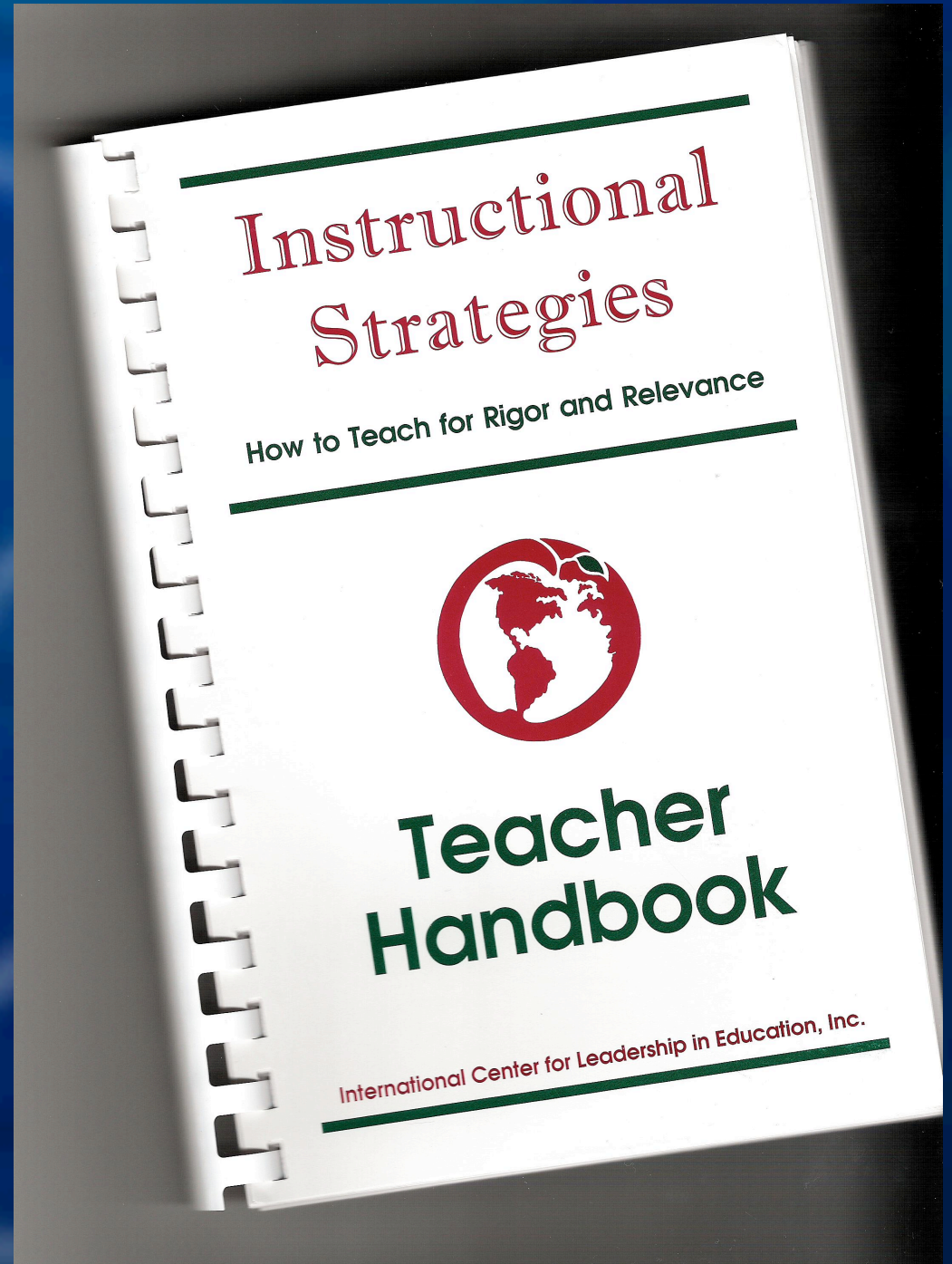
**Instructional Strategies:
How to Teach for Rigor and Relevance**

*“There are no best teaching
strategies, only strategies that
are most appropriate for
expected level of rigor and
relevance”*



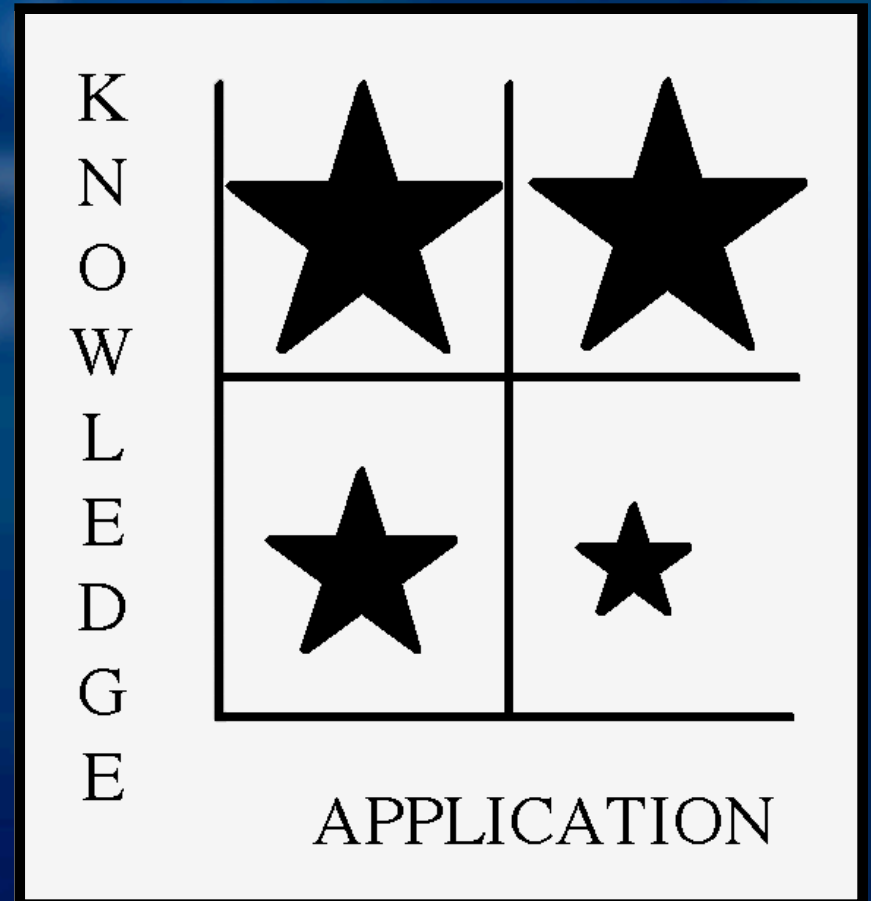
Instructional Strategies: How to Teach for Rigor and Relevance

Instructional Strategies: How to Teach for Rigor and Relevance

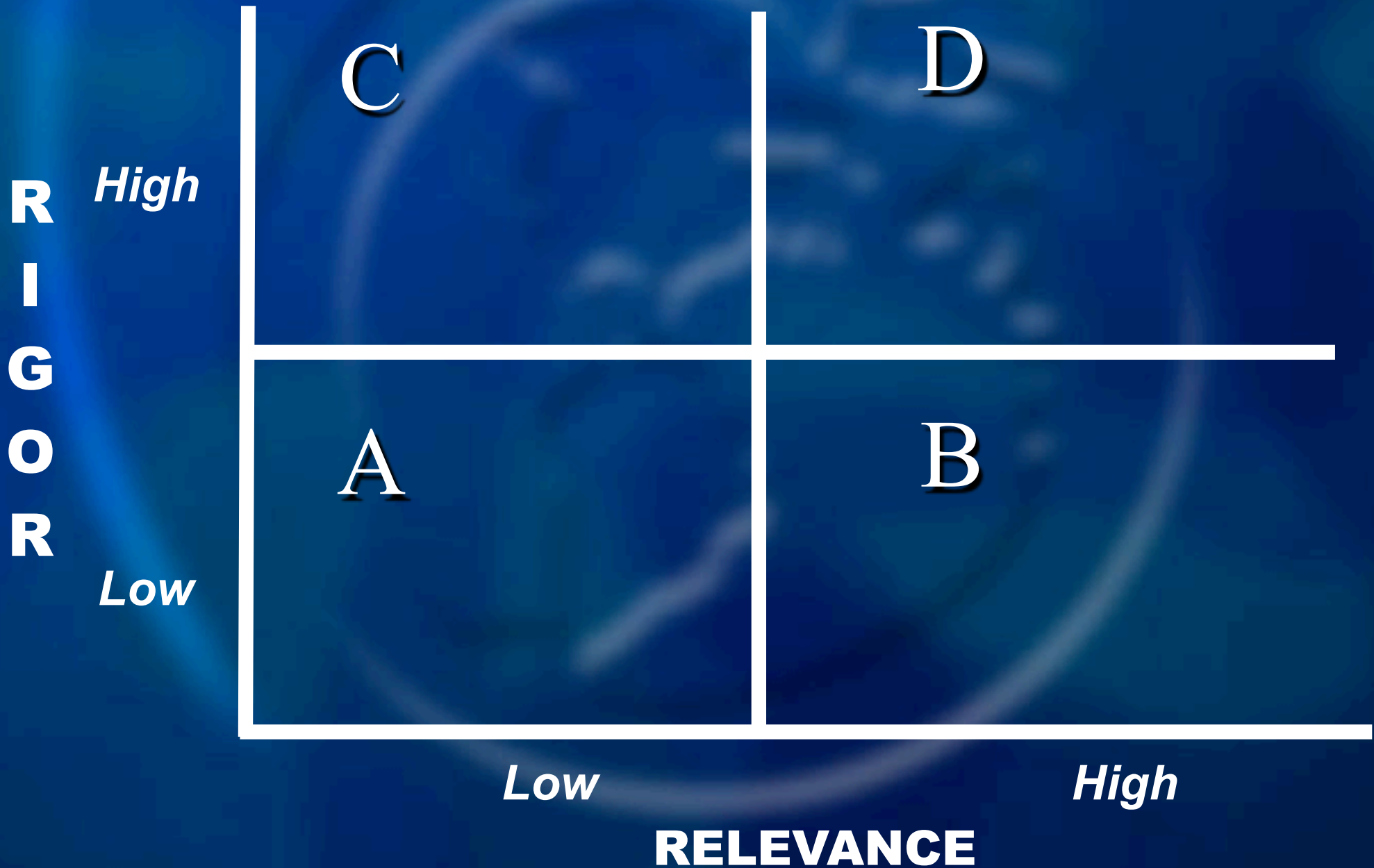


Research

**When to Use
Strategy
Based on
Rigor/Relevance
Framework**

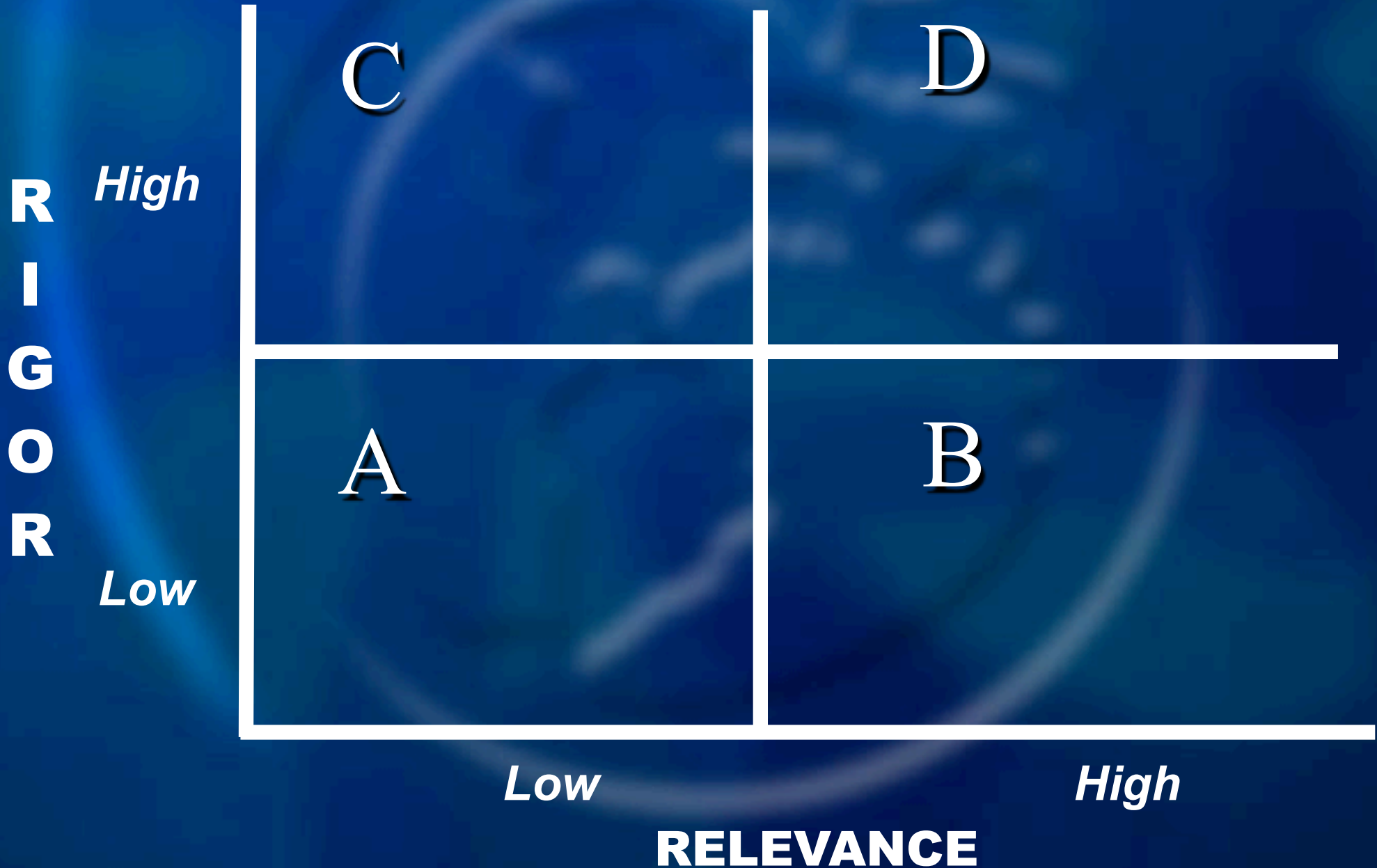


Rigor/Relevance Framework



Rigor/Relevance Framework

Strategies



Rigor/Relevance Framework

Strategies

**R
I
G
O
R**

High

C

D

A

B



Create



Role Play

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Strategies

**R
I
G
O
R**

High

C

- **Compare and Contrast**
- **Summarizing**

D

A

Low

B

- **Create**
- **Role Play**

Low

High

RELEVANCE

Rigor/Relevance Framework

Strategies

**R
I
G
O
R**

High

C

- **Compare and Contrast**
- **Summarizing**

D

- **Design a Real World Product**
- **Teach Others**

A

Low

B

- **Create**
- **Role Play**

Low

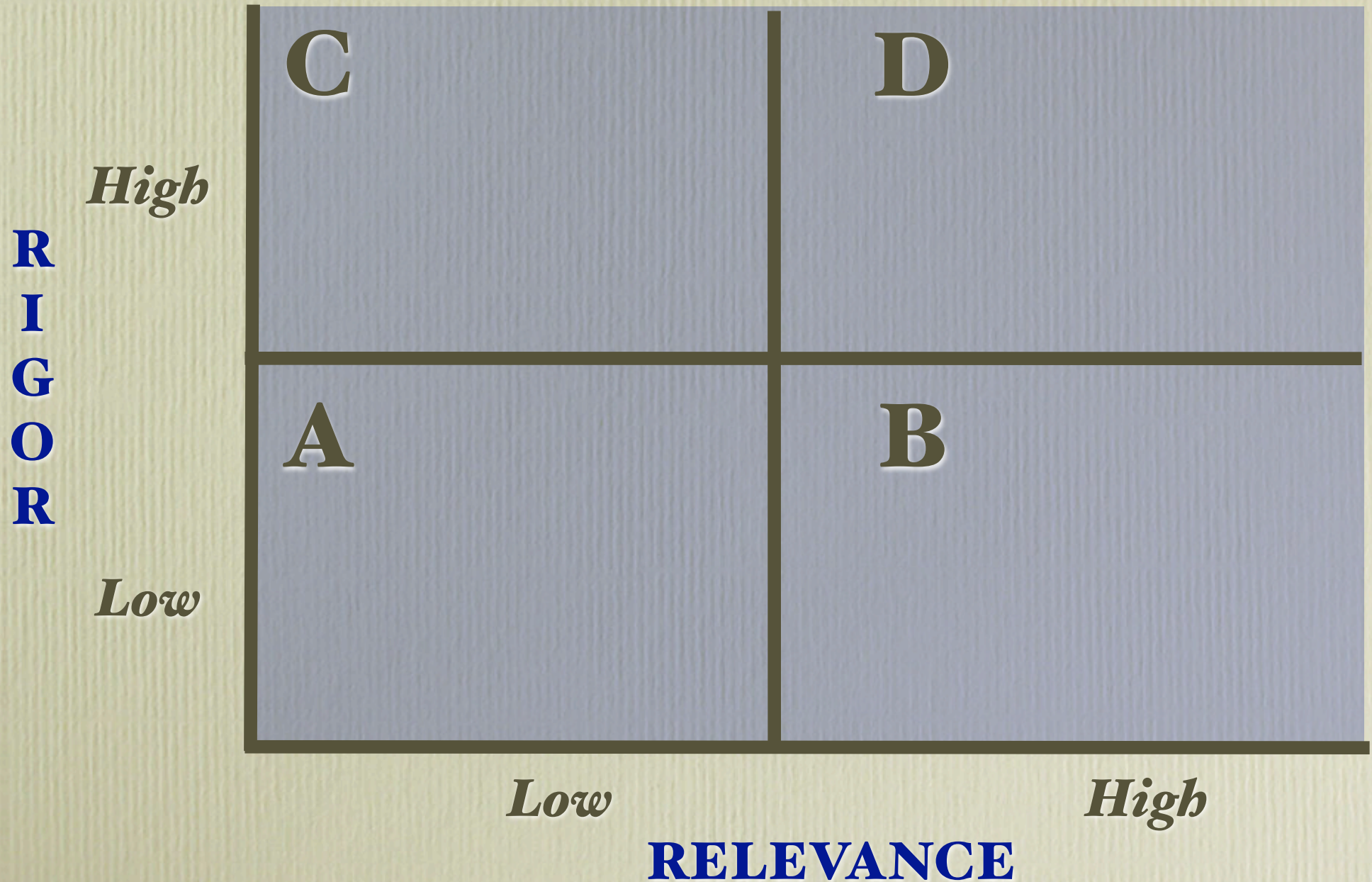
High

RELEVANCE

A large, light blue, stylized globe is centered in the background. It features a simplified map of the world's continents in a darker blue. A small, red, teardrop-shaped element is positioned at the top right of the globe, resembling a satellite or a drop of blood. The entire graphic is set against a light beige, textured background.

Technology

Rigor/Relevance Framework



Rigor/Relevance Framework

Student Role in Using Technology

**R
I
G
O
R**

High

C

D

A

B

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Student Role in Using Technology

R
I
G
O
R

High

C

D

Low

A

B

**Passive
Consumer**

Low

High

RELEVANCE

Rigor/Relevance Framework

Student Role in Using Technology

R
I
G
O
R

High

C

D

Low

A

B

**Passive
Consumer**

**Passive
Producer**

Low

High

RELEVANCE

Rigor/Relevance Framework

Student Role in Using Technology

R
I
G
O
R

High

C

**Active
Consumer**

D

A

**Passive
Consumer**

B

**Passive
Producer**

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Student Role in Using Technology

R
I
G
O
R

High

C

**Active
Consumer**

D

**Active
Producer**

A

**Passive
Consumer**

B

**Passive
Producer**

Low

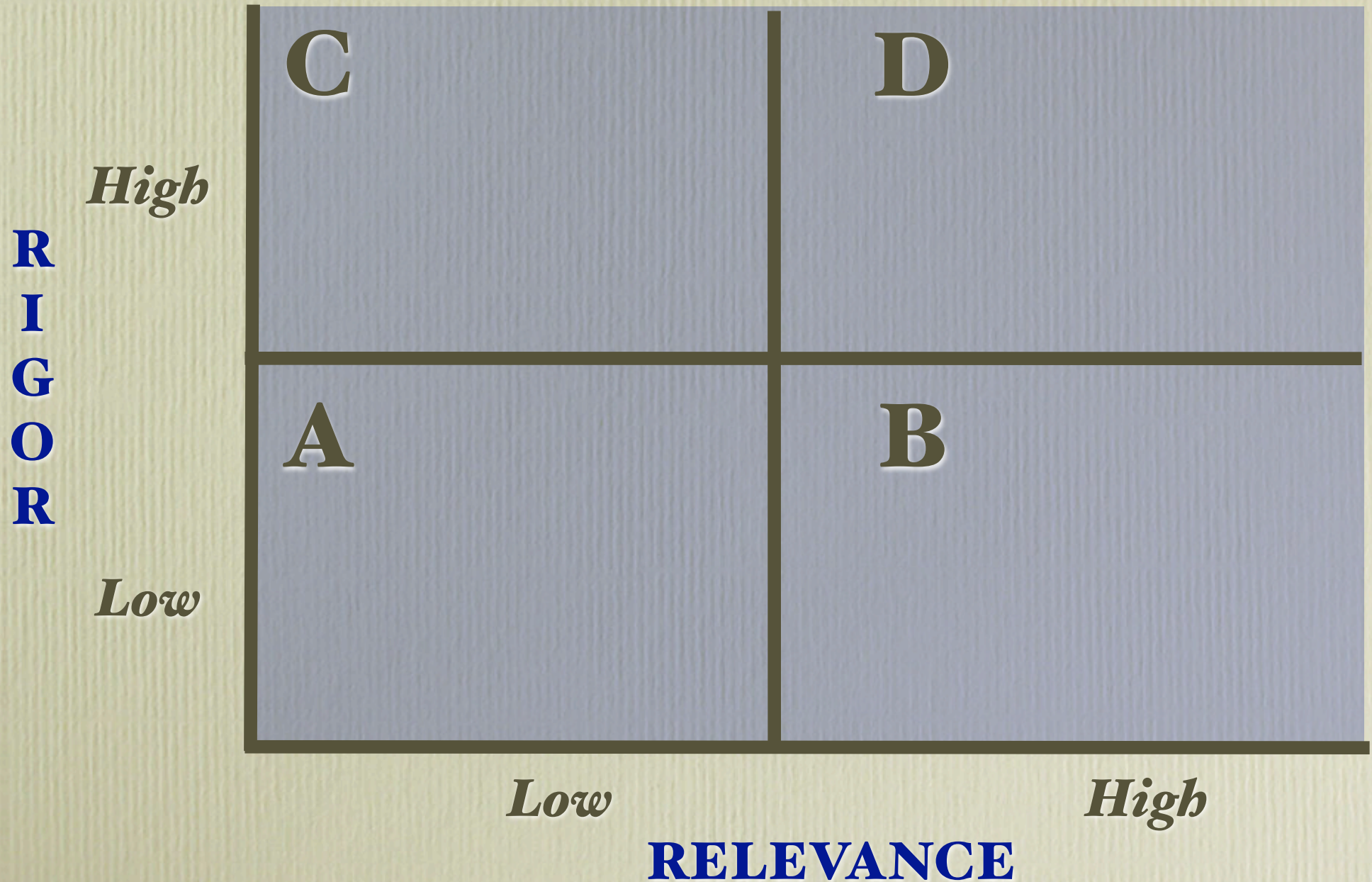
Low

High

RELEVANCE

**What are examples of
students as ACTIVE
PRODUCERS with
technology?**

Rigor/Relevance Framework



Rigor/Relevance Framework

Samples Uses of Technology

R
I
G
O
R

High

C

D

A

B

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Samples Uses of Technology

R
I
G
O
R

High

C

D

Low

A

**Drill
and Practice
Note-taking
Graphic Organizers**

B

Low

High

RELEVANCE

Rigor/Relevance Framework

Samples Uses of Technology

R
I
G
O
R

High

C

D

Low

A

**Drill
and Practice
Note-taking
Graphic Organizers**

B

**Data Collection
Office Applications
Reference**

Low

High

RELEVANCE

Rigor/Relevance Framework

Samples Uses of Technology

R
I
G
O
R

High

C

Writing
Analyzing
Research
Communication

D

A

Drill
and Practice
Note-taking
Graphic Organizers

B

Data Collection
Office Applications
Reference

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Samples Uses of Technology

**R
I
G
O
R**

High

C

Writing
Analyzing
Research
Communication

D

Presentation
Design
Publishing

A

Drill
and Practice
Note-taking
Graphic Organizers

B

Data Collection
Office Applications
Reference

Low

Low

High

RELEVANCE



Effects of Rigor/ Relevance Framework



Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful



Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful
- ☒ Tool for collaboration and reflection



Effects of Rigor/ Relevance Framework

- ☒ **Simple, versatile and powerful**
- ☒ **Tool for collaboration and reflection**
- ☒ **Something new that builds on what teachers know**



Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful
- ☒ Tool for collaboration and reflection
- ☒ Something new that builds on what teachers know
- ☒ Inclusive



Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful
- ☒ Tool for collaboration and reflection
- ☒ Something new that builds on what teachers know
- ☒ Inclusive
- ☒ Shift focus to student learning



Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful
- ☒ Tool for collaboration and reflection
- ☒ Something new that builds on what teachers know
- ☒ Inclusive
- ☒ Shift focus to student learning
- ☒ Avoids defending current practice



Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful
- ☒ Tool for collaboration and reflection
- ☒ Something new that builds on what teachers know
- ☒ Inclusive
- ☒ Shift focus to student learning
- ☒ Avoids defending current practice
- ☒ Framework for selecting strategies and

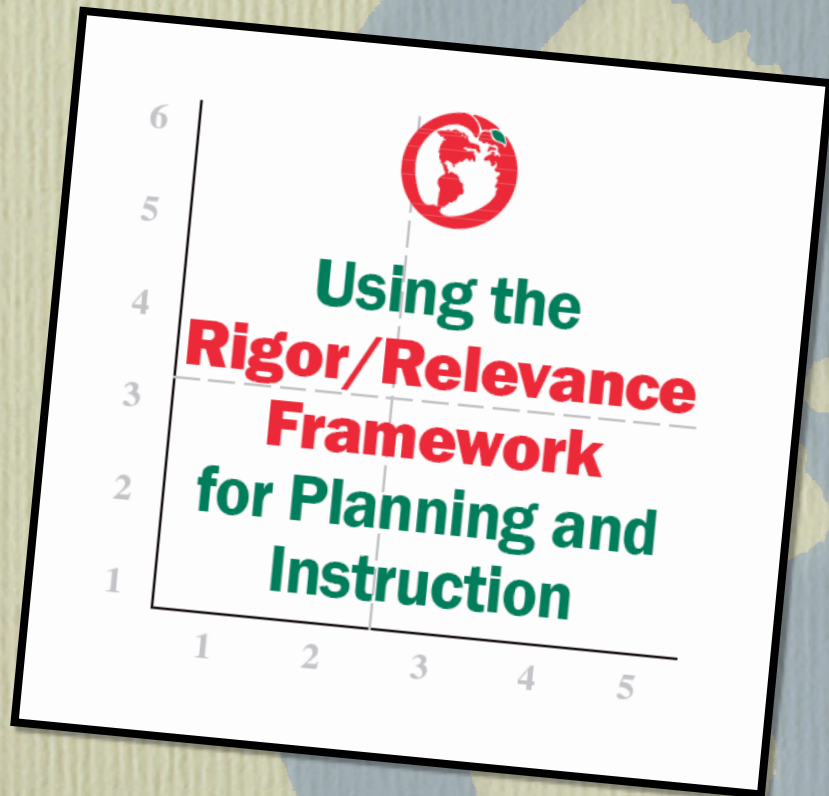


Effects of Rigor/ Relevance Framework

- ☒ Simple, versatile and powerful
- ☒ Tool for collaboration and reflection
- ☒ Something new that builds on what teachers know
- ☒ Inclusive
- ☒ Shift focus to student learning
- ☒ Avoids defending current practice
- ☒ Framework for selecting strategies and

Chapters

1. Why Rigor and Relevance?
2. Rigor/Relevance Framework
3. Planning Instruction
4. Designing Assessments
5. Interdisciplinary Instruction
6. Raising the Level of Rigor and Relevance
7. Suggestions for Administrators
8. Professional Development Activities



C O R R

Collaborating

Online for

Rigor and

Relevance



A large, stylized globe in shades of blue and green, centered on the Atlantic Ocean. A red heart is positioned in the upper right quadrant of the globe, over the Americas. The word "Relationships" is written across the center of the globe in a bold, red, serif font.

Relationships

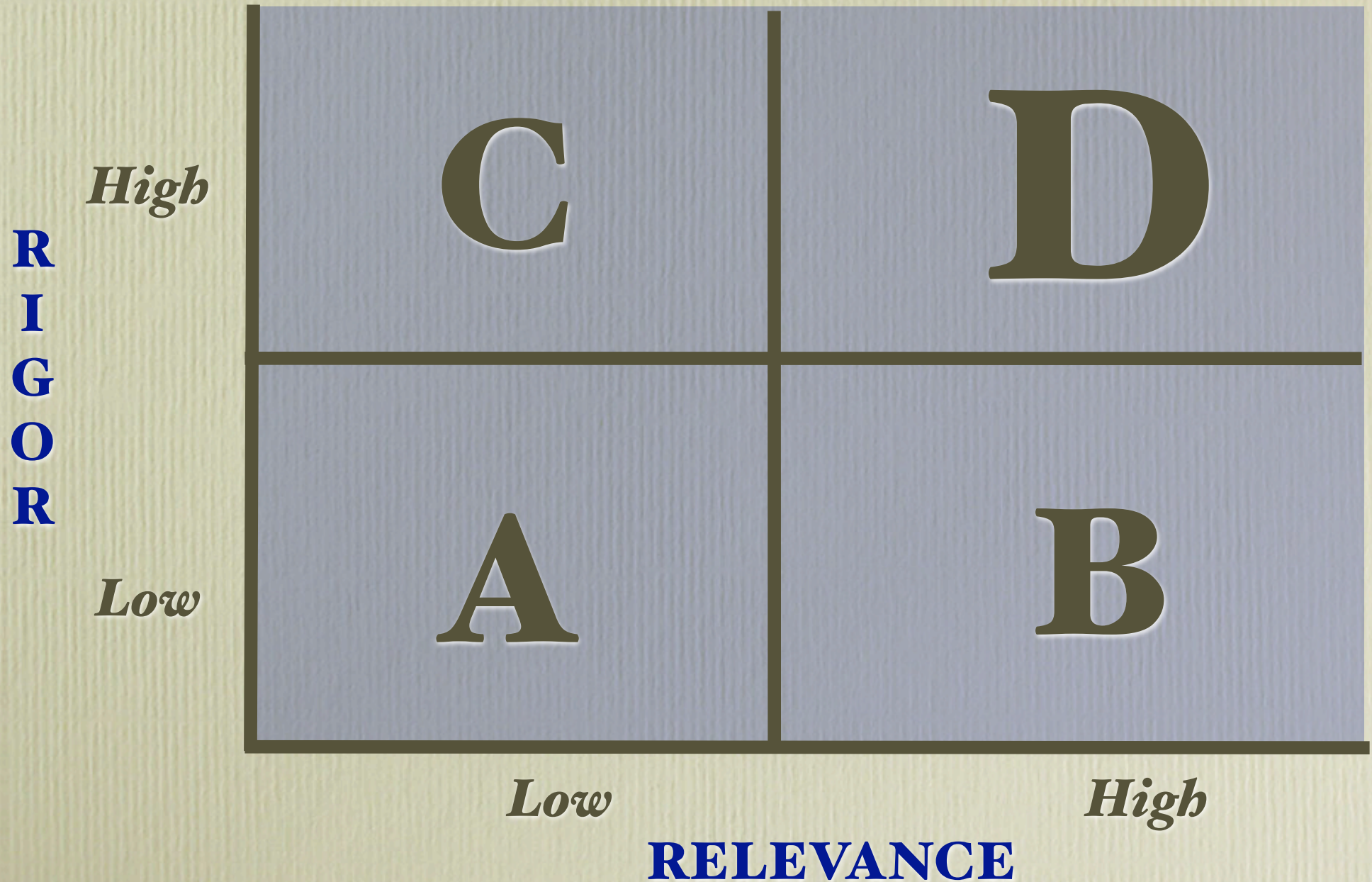
Student Perspective



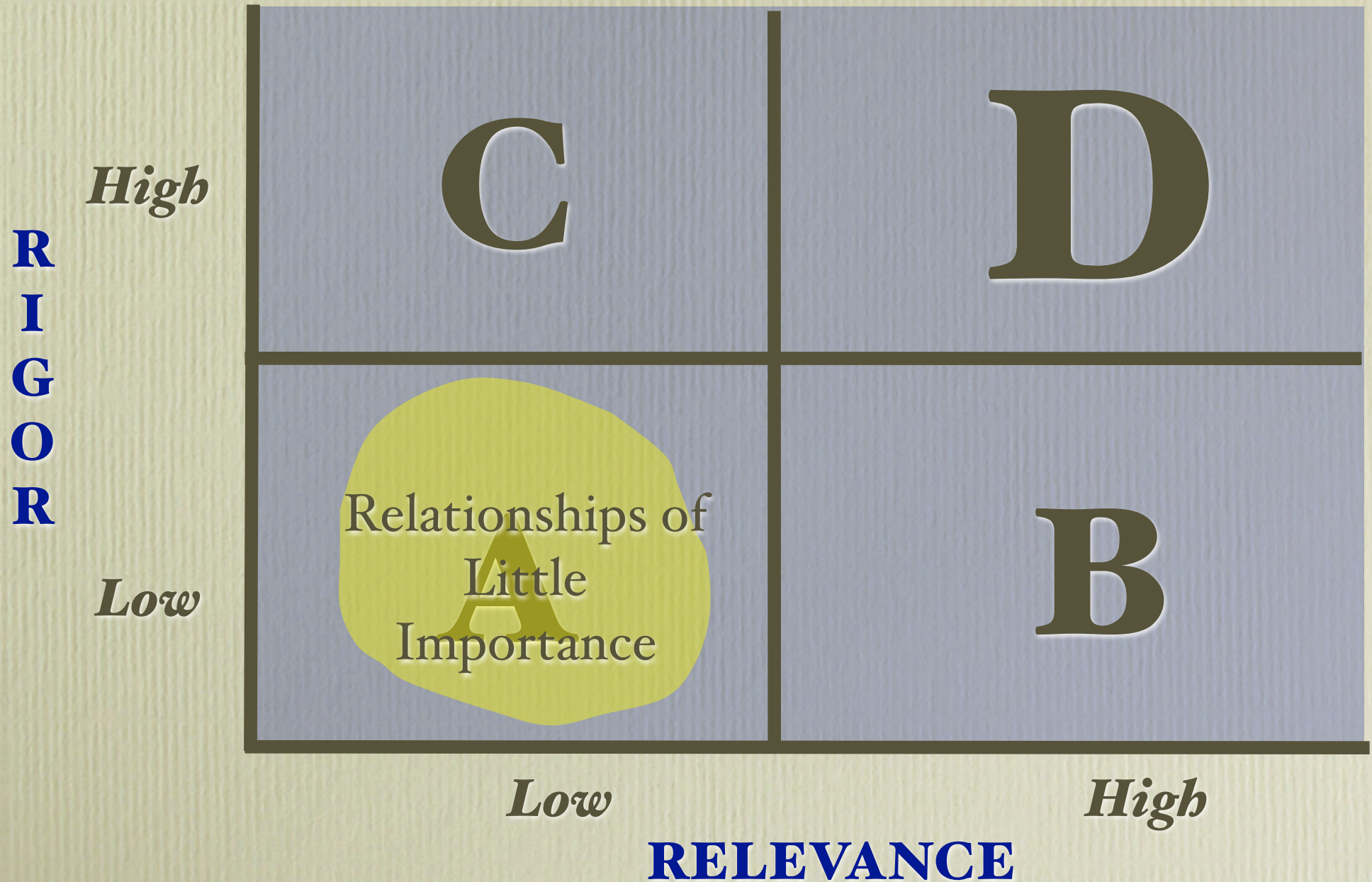
Student Perspective



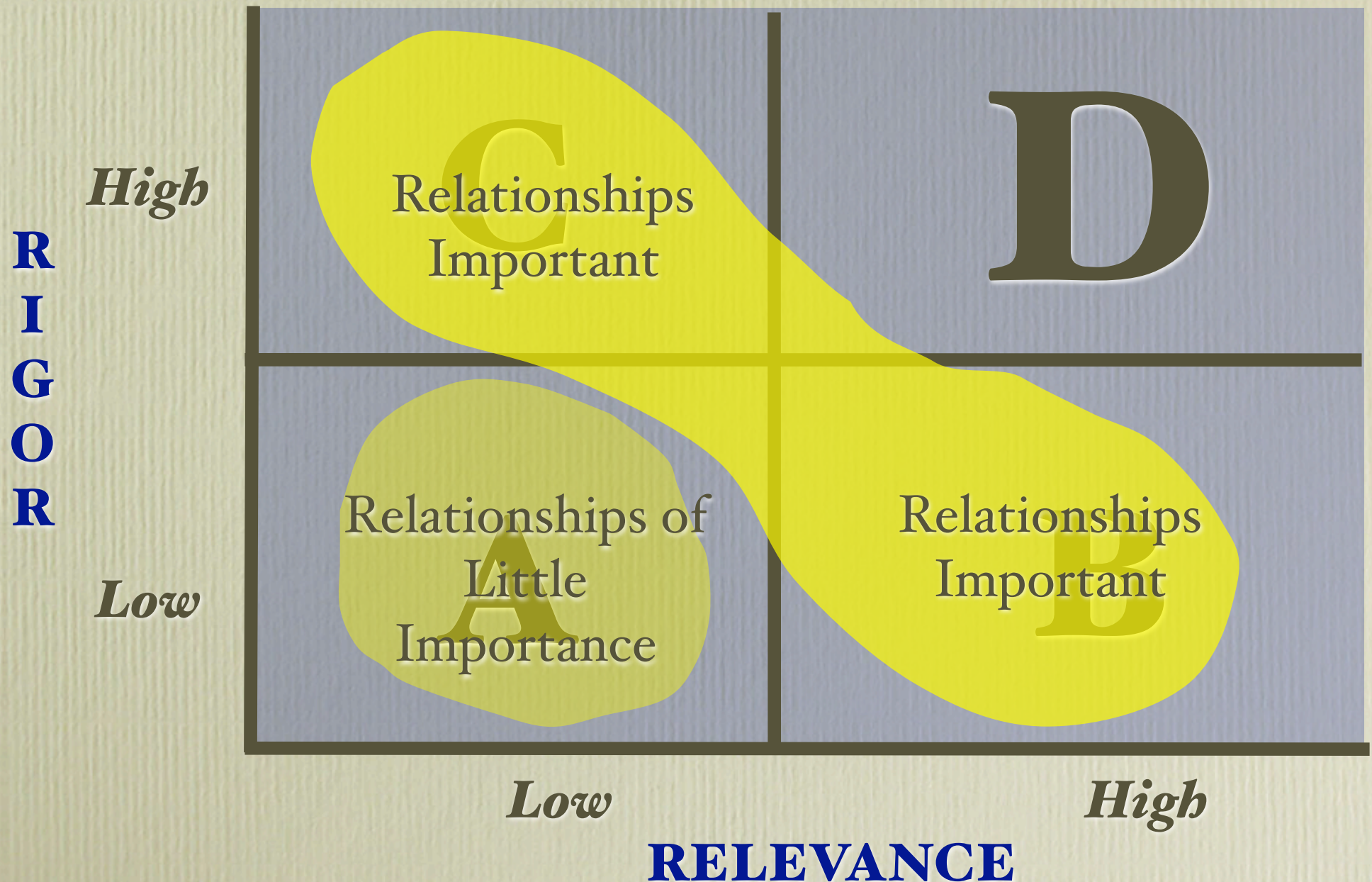
Rigor/Relevance Framework



Rigor/Relevance Framework



Rigor/Relevance Framework



Rigor/Relevance Framework

**R
I
G
O
R**

High

C
Relationships
Important

D
Relationships
Essential

Low

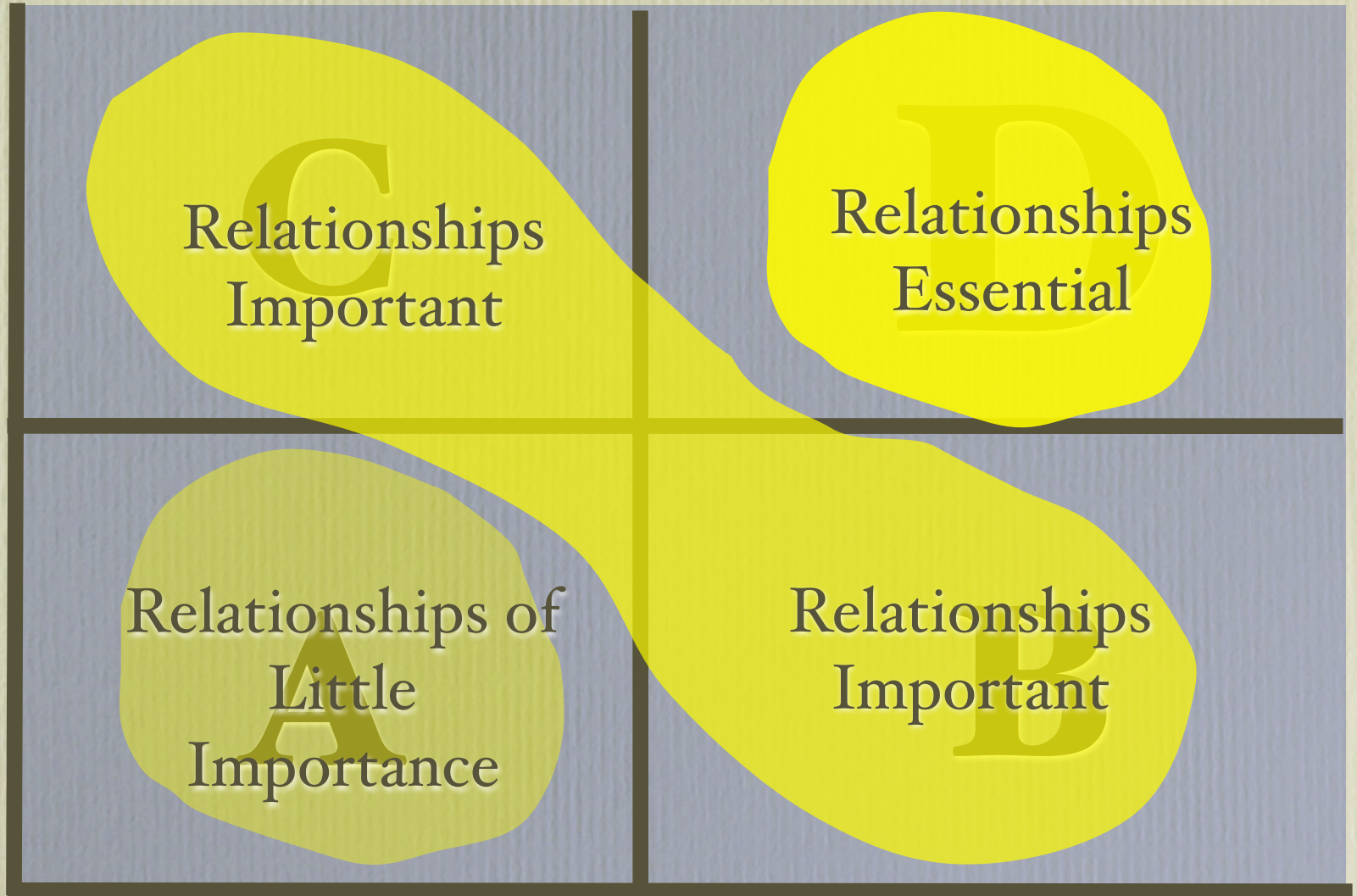
A
Relationships of
Little
Importance

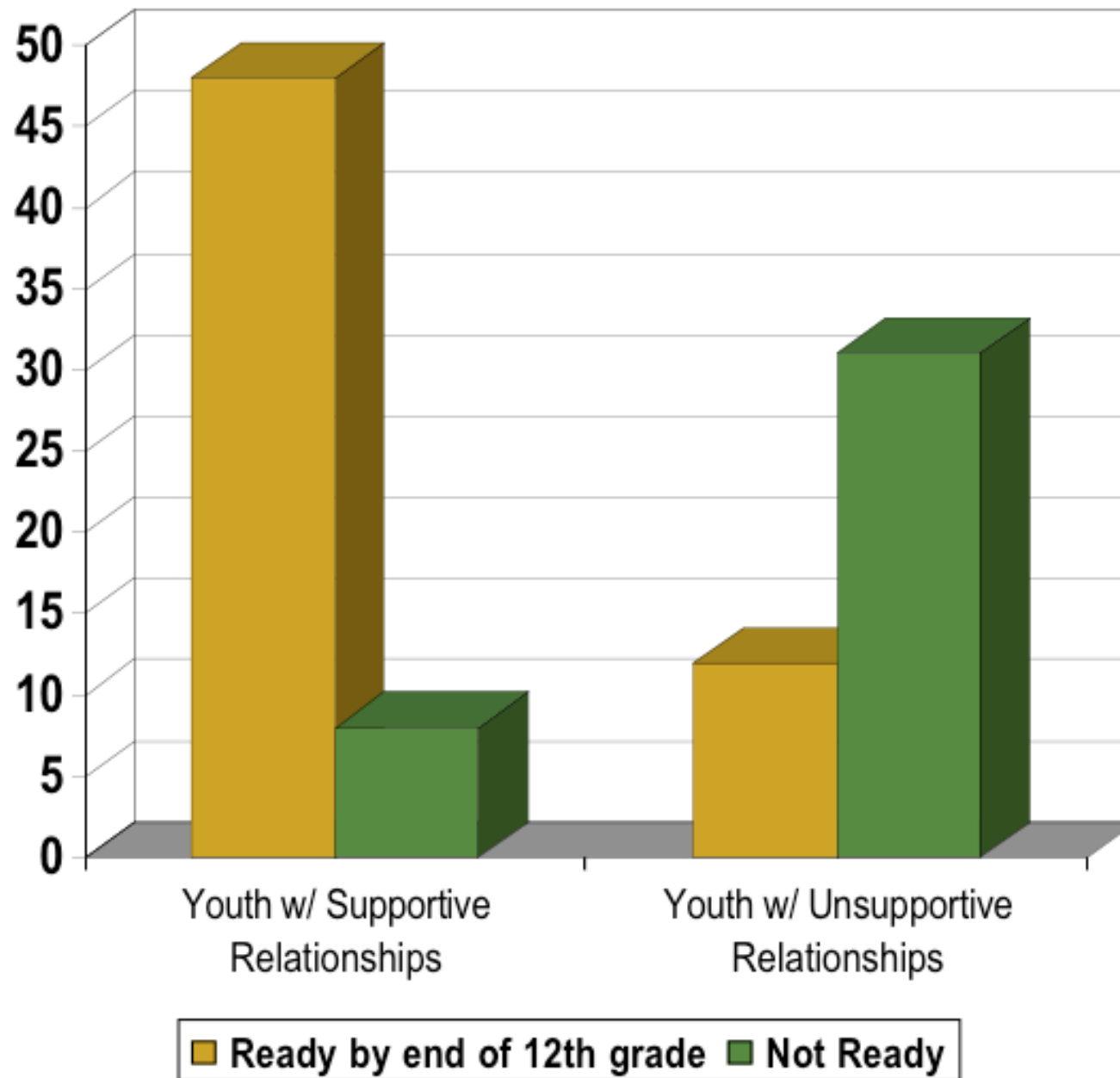
B
Relationships
Important

Low

High

RELEVANCE





Gambone

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	??	??	School is a welcoming and friendly place
Students respect teachers	??	??	Students respect me
Teachers respect students	??	??	I respect students
Teachers have fun at school	??	??	I have fun at school
Teachers encourage me to make decisions	??	??	I encourage students to make decisions

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	??	78	School is a welcoming and friendly place
Students respect teachers	??	91	Students respect me
Teachers respect students	??	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	??	91	Students respect me
Teachers respect students	??	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	??	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	37	99	I respect students
Teachers have fun at school	??	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	37	99	I respect students
Teachers have fun at school	28	81	I have fun at school
Teachers encourage me to make decisions	??	98	I encourage students to make decisions

My Voice Student and Staff

Question	Student	Staff	Question
School is a welcoming and friendly place	53	78	School is a welcoming and friendly place
Students respect teachers	26	91	Students respect me
Teachers respect students	37	99	I respect students
Teachers have fun at school	28	81	I have fun at school
Teachers encourage me to make decisions	57	98	I encourage students to make decisions



Relationship Model



Relationship Model

0. Isolated



Relationship Model

- 0. Isolated
- 1. Known



Relationship Model

- 0. Isolated**
- 1. Known**
- 2. Receptive**



Relationship Model

- 0. Isolated**
- 1. Known**
- 2. Receptive**
- 3. Reactive**



Relationship Model

- 0. Isolated**
- 1. Known**
- 2. Receptive**
- 3. Reactive**
- 4. Proactive**



Relationship Model

- 0. Isolated**
- 1. Known**
- 2. Receptive**
- 3. Reactive**
- 4. Proactive**
- 5. Sustained**



Relationship Model

- 0. Isolated**
- 1. Known**
- 2. Receptive**
- 3. Reactive**
- 4. Proactive**
- 5. Sustained**
- 6. Mutually Beneficial**



Supportive Relationships Successful Practices



Supportive Relationships Successful Practices



Behaviors



Supportive Relationships Successful Practices



Behaviors



Initiatives



Supportive Relationships Successful Practices




Behaviors



Initiatives



Structures



Increasing Student Engagement

Students Are Disengaged!



Students Are Disengaged!



Students Are Disengaged!





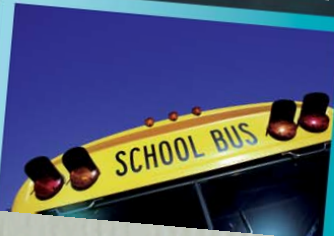
Students Are Disengaged!



Student Engagement - Creating a Culture of Academic Achievement



**International Center for
Leadership in Education**





Research on Engagement

Level of Student Engagement Combination of :

- **Preconditions**
- **Pedagogy**



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills



Engagement-based Teaching and Learning

Pre-Conditions

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- Student Habits
- Fundamental Skills

Pedagogy



Engagement-based Teaching and Learning

Pre-Conditions

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- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized
- Literacy-focus



Engagement-based Teaching and Learning

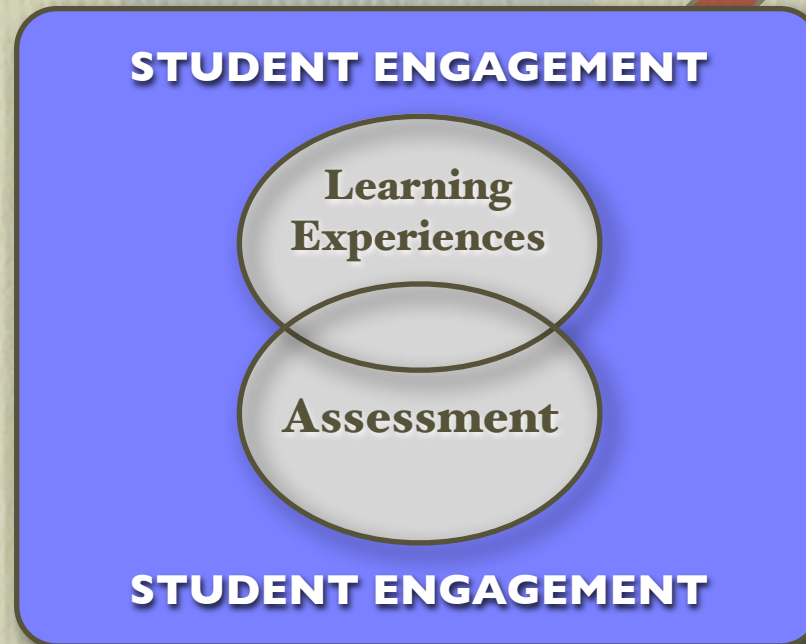
Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized
- Literacy-focus
- Environment

Instructional Leadership



Instructional Leadership



STUDENT ENGAGEMENT

**Learning
Experiences**

Assessment

STUDENT ENGAGEMENT

Clarity

Instructional Leadership

Context



STUDENT ENGAGEMENT

**Learning
Experiences**

Assessment

STUDENT ENGAGEMENT

Clarity

Instructional Leadership

Context



STUDENT ENGAGEMENT

**Learning
Experiences**

Assessment

STUDENT ENGAGEMENT

Clarity

Competence

Rigor/Relevance Framework

Four Quadrants of Learning

**R
I
G
O
R**

High

C

Assimilation

D

Adaptation

A

Acquisition

B

Application

Low

Low

High

RELEVANCE

A large, stylized blue globe is centered on the page. The globe shows the continents of North and South America in a darker blue. A single red leaf is positioned at the top right of the globe, partially overlapping it. The background is a light beige color with a subtle vertical texture.

Self Assessment



10 Key Components Fundamental to School and District Improvement



10 Key Components Fundamental to School and District Improvement

I. Culture of High Expectations and Support



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
- 3. Accountability**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
- 3. Accountability**
- 4. Articulated Curriculum**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
- 3. Accountability**
- 4. Articulated Curriculum**
- 5. Rigorous and Relevant Instruction**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
- 3. Accountability**
- 4. Articulated Curriculum**
- 5. Rigorous and Relevant Instruction**
- 6. Personalized Learning**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
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- 5. Rigorous and Relevant Instruction**
- 6. Personalized Learning**
- 7. Professional Learning Communities**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
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- 6. Personalized Learning**
- 7. Professional Learning Communities**
- 8. Partnerships**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
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- 4. Articulated Curriculum**
- 5. Rigorous and Relevant Instruction**
- 6. Personalized Learning**
- 7. Professional Learning Communities**
- 8. Partnerships**
- 9. School Climate**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
- 3. Accountability**
- 4. Articulated Curriculum**
- 5. Rigorous and Relevant Instruction**
- 6. Personalized Learning**
- 7. Professional Learning Communities**
- 8. Partnerships**
- 9. School Climate**
- 10. Leadership**



10 Key Components Fundamental to School and District Improvement

- 1. Culture of High Expectations and Support**
- 2. Data-driven Decisions**
- 3. Accountability**
- 4. Articulated Curriculum**
- 5. Rigorous and Relevant Instruction**
- 6. Personalized Learning**
- 7. Professional Learning Communities**
- 8. Partnerships**
- 9. School Climate**
- 10. Leadership**

Students Are Disengaged!



Students Are Disengaged!



Students Are Disengaged!





Students Are Disengaged!



My Voice Student Survey Data

Question	%
Teachers care about my problems and feelings	46
Teachers respect students	55
Students respect each other	31
I give up when school work is difficult (negative)	19
I put forth my best effort in school	67
Teachers make school an exciting place to learn	32
School is boring (negative)	46
Students are supportive of one another	42

Student Engagement - Creating a Culture of Academic Achievement



**International Center for
Leadership in Education**





Research on Engagement

Level of Student Engagement Combination of :

- **Preconditions**
- **Pedagogy**



Engagement-based Teaching and Learning

Pre-Conditions

- **Relationships**
- **Guiding Principles**
- **Rewards/Grading
System**
- **Student Habits**
- **Fundamental Skills**



Engagement-based Teaching and Learning

Pre-Conditions

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Pedagogy



Engagement-based Teaching and Learning

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- Fundamental Skills

Pedagogy

- Design for RR



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized
- Literacy-focus



Engagement-based Teaching and Learning

Pre-Conditions

- Relationships
- Guiding Principles
- Rewards/Grading System
- Student Habits
- Fundamental Skills

Pedagogy

- Design for RR
- Active Learning Strategies
- Personalized
- Literacy-focus
- Environment

Active Learning Strategies

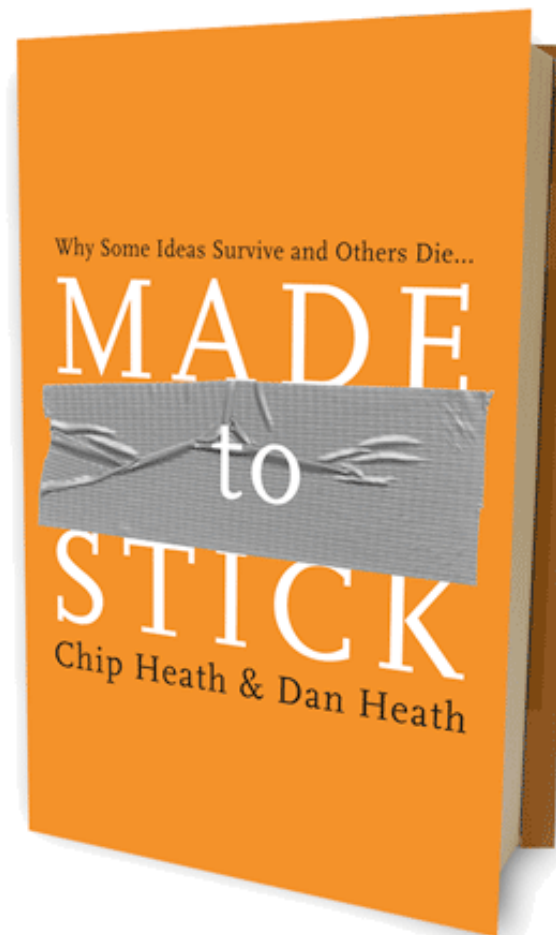


- Brainstorming
- Community service
- Compare and contrast
- Cooperative learning
- Creative arts
- Games
- Group discussion
- Inquiry
- Instructional technology
- Internship
- Presentations/exhibitions
- Problem-based learning
- Project design
- Research
- Simulation/role playing
- Socratic seminar
- Total physical response
- Work-based learning

Made to Stick by Chip and Dan Heath



Photo by Amy Surdacki





Six Principles

- **Simplicity**
- **Unexpectedness**
- **Concreteness**
- **Credibility**
- **Emotions**
- **Stories**

The Curse of Knowledge



The Curse of Knowledge





Six Principles

- **Simplicity**
- **Unexpectedness**
- **Concreteness**
- **Credibility**
- **Emotions**
- **Stories**



**What is
a Grade?**



*International Center for
Leadership in Education*

Activity

Purpose of Grading

page 24



*International Center for
Leadership in Education*

Activity

Grading as an Obstacle

page 24



What is a grade and what does it mean?

- **I got a “C”, what does that mean?**
- **Does it mean:**
 - **I am smart but just lazy?**
 - **I am a little slow but worked real hard?**
 - **I am smart, worked hard, but did not have all the skills I needed to achieve mastery?**
 - **I was quiet, cute, or not a trouble maker?**
 - **I am ready to take the next higher level class?**



What does a grade mean to:

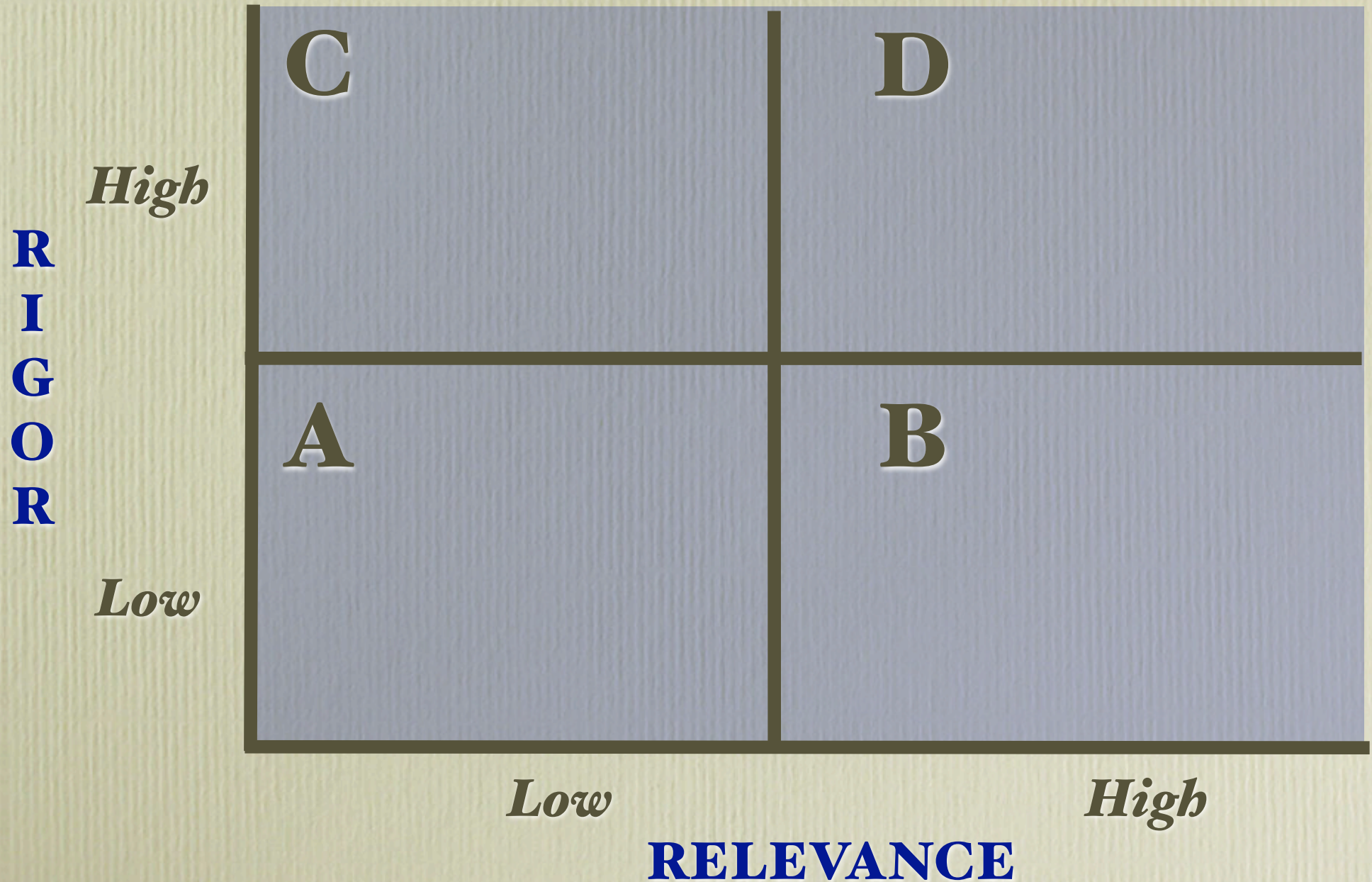
- **A student**
- **A parent**
- **A teacher**
- **A Principal**



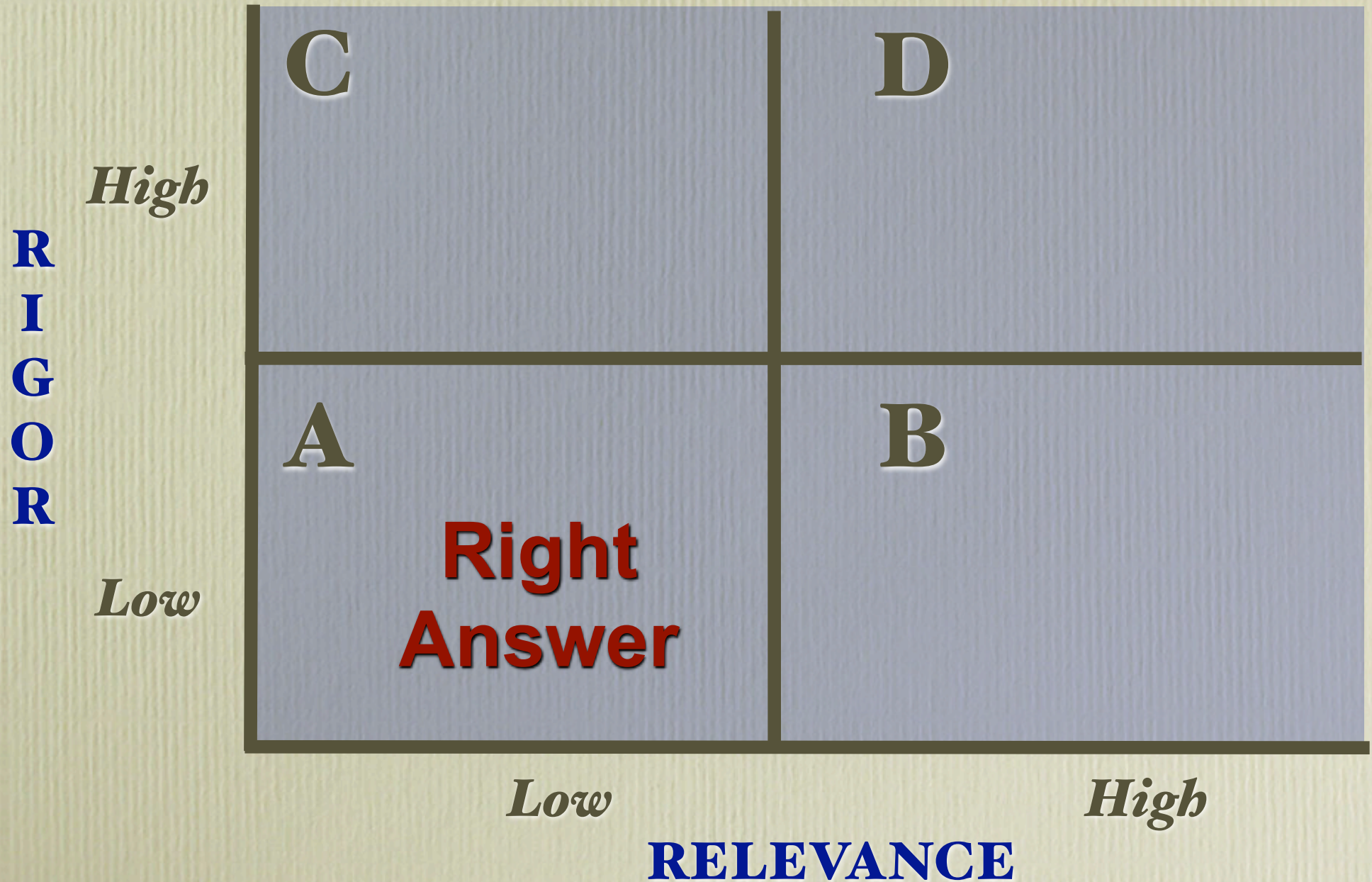
Practices that inhibit learning

- **Inconsistent grading scales**
- **Pattern of assign, grade, teach**
- **Grading first efforts**
- **Inconsistent grading criteria**
- **Over-use of zero grades**

Rigor/Relevance Framework



Rigor/Relevance Framework



Rigor/Relevance Framework

R
I
G
O
R

High

C

D

Low

A

B

**Right
Answer**

**Right
Procedure**

Low

High

RELEVANCE

Rigor/Relevance Framework

R
I
G
O
R

High

C

**Rational
Answer**

D

A

**Right
Answer**

B

**Right
Procedure**

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

R
I
G
O
R

High

C

**Rational
Answer**

D

**Right
Questions**

A

**Right
Answer**

B

**Right
Procedure**

Low

Low

High

RELEVANCE

Rigor/Relevance Framework

Grading

R
I
G
O
R

High

C

**Rational
Answer**

D

**Right
Questions**

A

**Right
Answer**

B

**Right
Procedure**

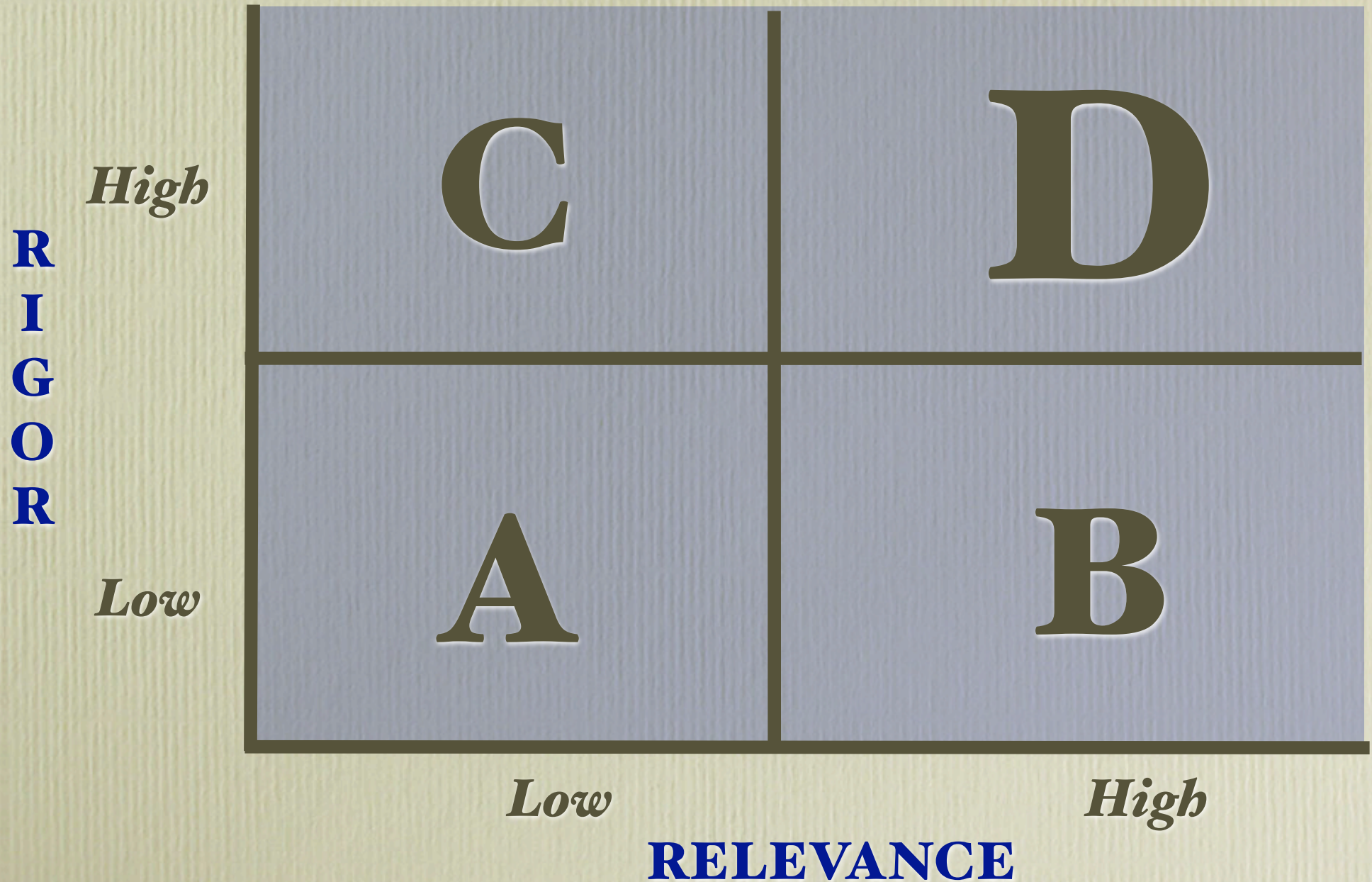
Low

Low

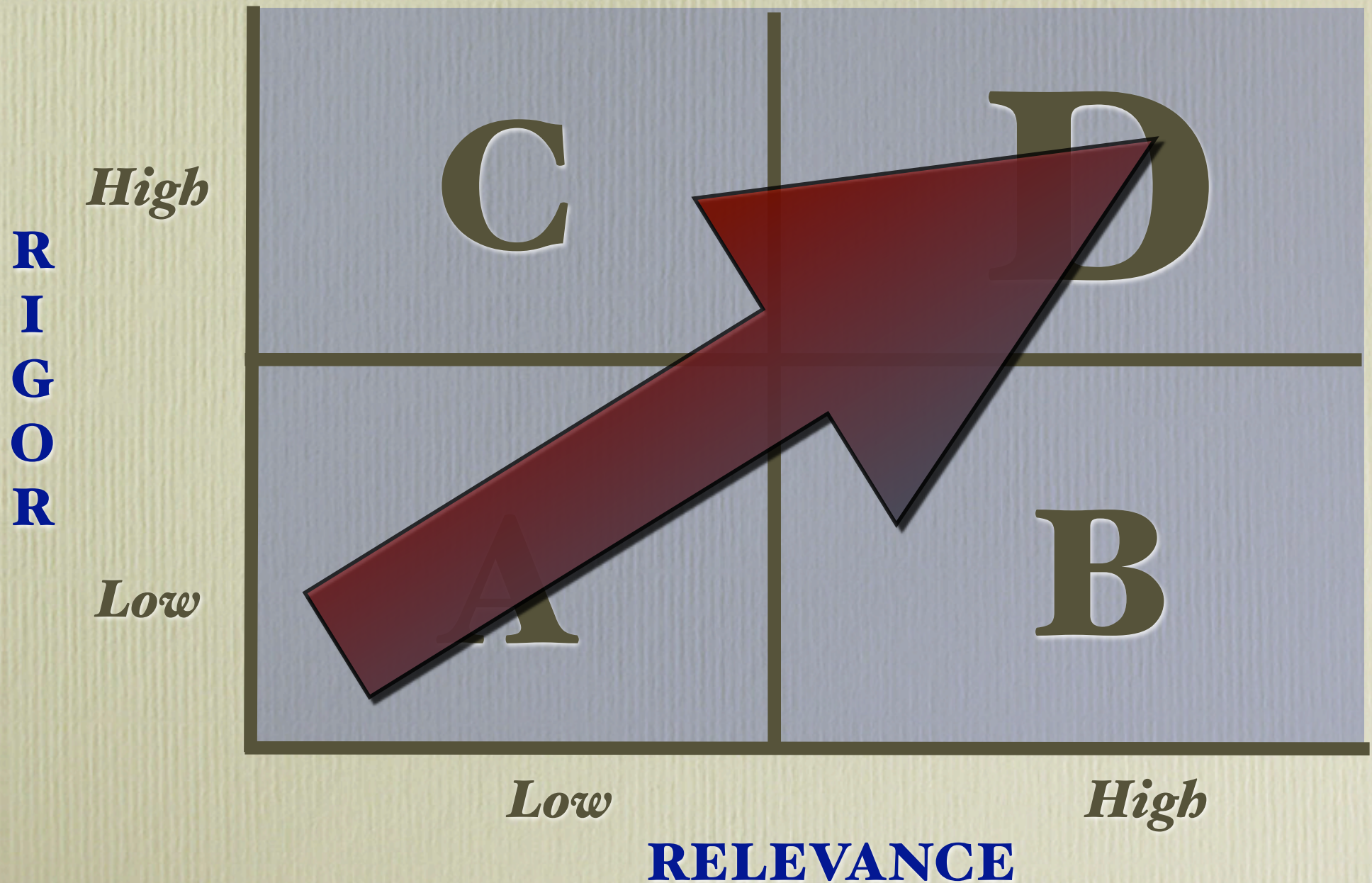
High

RELEVANCE

Rigor/Relevance Framework



Rigor/Relevance Framework



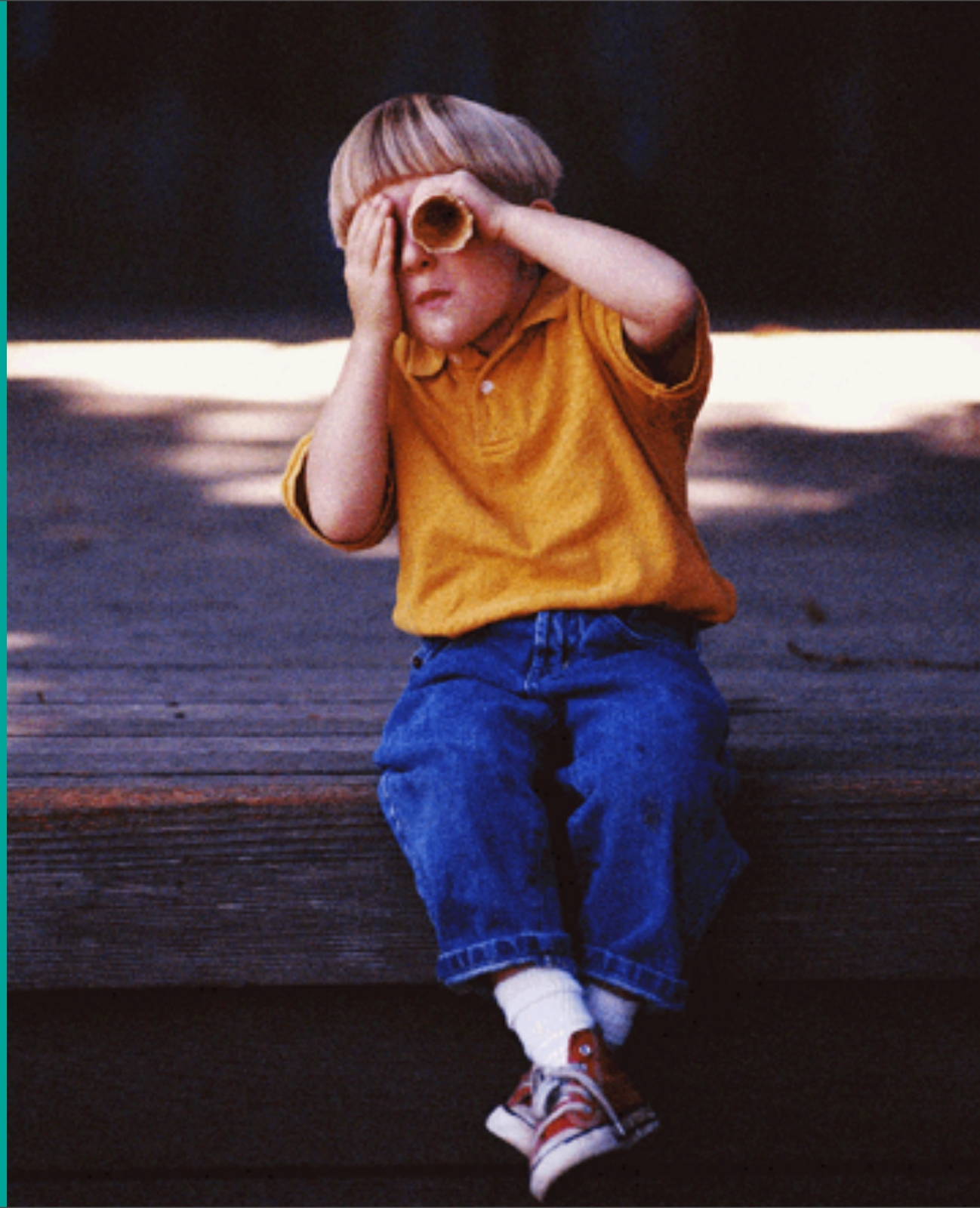
Increasing Rigor and Relevance



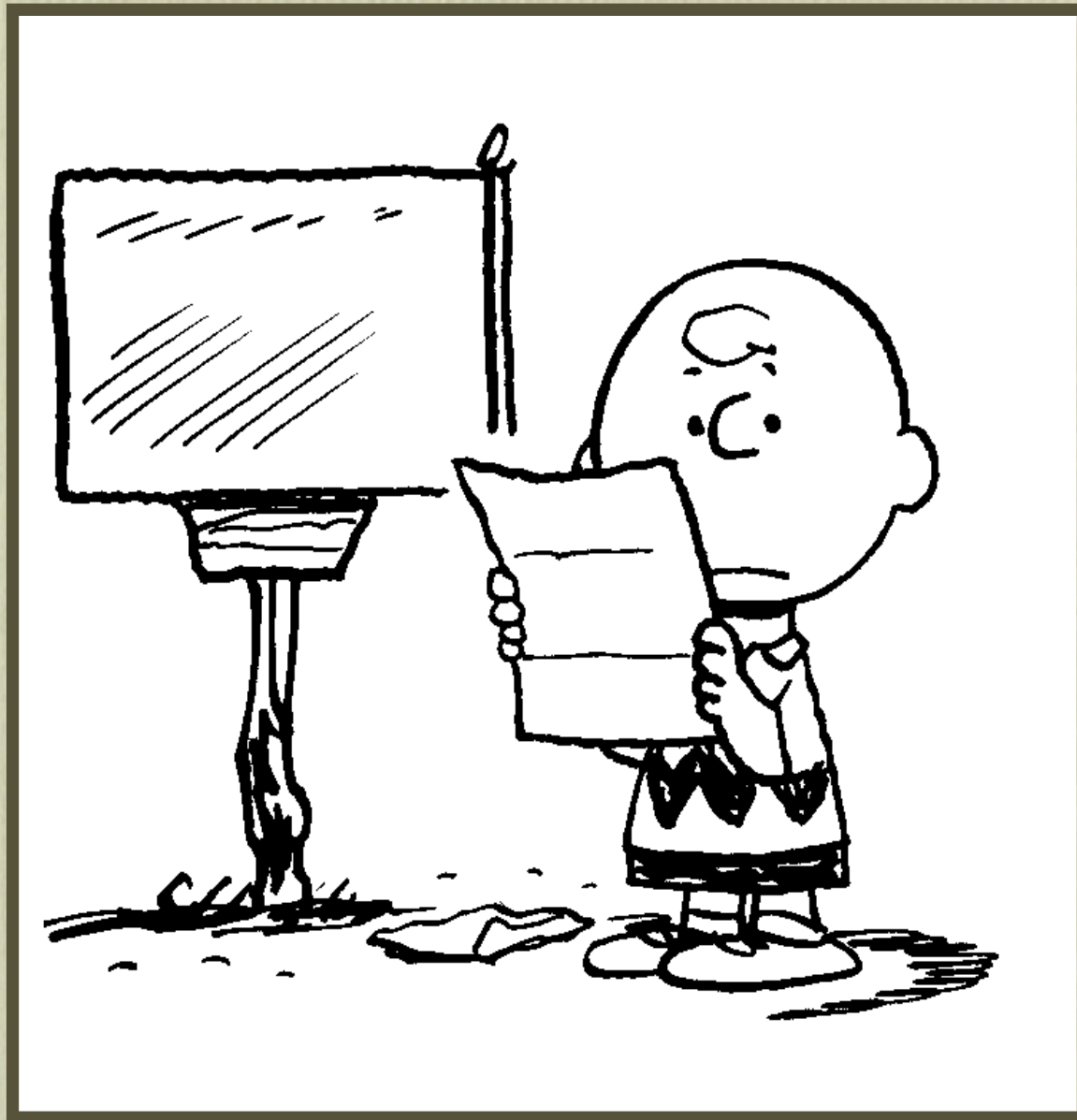
- **Rubrics**
- **Reading**
- **Reflective
Thought**
- **Revision**
- **Research**
- **Resilience**
- **Relationships**
- **Reschedule**
- **Rejuvenation**
- **Rewards**

A stylized, light blue globe is centered in the background. It features a simplified map of the world with continents in a darker blue and oceans in a lighter blue. A small red and white detail is visible on the right side of the globe.

Rigor, Relevance and Relationships in the 21st Century



*Look
into the
future*



**Lovers never send
form letters.**



***International Center for
Leadership in Education***



*International Center for
Leadership in Education*

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